

Four-Year B.Ed. Course Manual

Eng. Speaking and Listening KG 1-3









GOVERNMENT OF GHANA









FOREWORD

These Initial Teacher Education course manuals were developed by a team consisting of members from Colleges of Education and four universities namely the University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. This team was originally constituted by the National Council for Tertiary Education (now the Ghana Tertiary Education Commission) in 2019 to support the delivery of the new B.Ed. curriculum with assistance from T-TEL and UK Aid. The revision, finalization and printing of these manuals took place in 2021 with support from T-TEL and Mastercard Foundation.

The course manuals have been produced for use as general guides for the delivery of the new four-year B.Ed. curriculum in Colleges of Education in collaboration with their affiliated universities. They are designed to support student teachers, tutors, and lecturers in delivering a complete B.Ed. course for training student teachers which meets the requirements of the National Teachers' Standards, enabling them to teach effectively in basic schools.

The first section of the manuals is focused on the course information and vision for the B.Ed. curriculum. The second section presents the course details, goal for the subject or learning area, course description, key contextual factors as well as core and transferable skills and cross-cutting issues, including equity and inclusion. The third section is a list of course learning outcomes and their related learning indicators. The fourth section presents the course content which is broken down into units for each week, the topic and sub-strands and their related teaching and learning activities to achieve the learning outcomes and the teaching and learning strategies. This is followed by course assessment components in section five. Each manual contains a list of required reading and references as well as teaching and learning resources. The final section presents course related professional development for tutors and lecturers to be able to use each section of the manual.

Field instructions to guide Supported Teaching in School are integrated into the course manuals to provide the student teacher with guidance in developing teaching throughout the entire period of study to be able to meet the requirements of the National Teachers' Standards (NTS) and the National Teacher Education Curriculum Framework (NTECF). To ensure maximum benefit the course manuals should be used in addition to other resources such as the NTS, NTCEF, National Teacher Education & Assessment Policy and the National Teacher Education Gender Equality and Social Inclusion (GESI) Strategy and Action Plan.. This will help to ensure that student teachers' learning is integrated within the wider teacher education policy framework.

Professor Mohammed Salifu Director General, Ghana Tertiary Education Commission

ACKNOWLEDGEMENTS

The course manuals were developed through the collaborative efforts of a team of individuals from Colleges of Education, University of Ghana, Kwame Nkrumah University of Science and Technology, University of Education, Winneba, and University for Development Studies. They were produced in association with the Ghana Tertiary Education Commission of the Ministry of Education, Ghana.

A participatory team approach was used to produce this set of resources for tutors/lecturers, mentors, and student teachers. We are grateful to the specialists who contributed their knowledge and expertise.

Special thanks to Professor Jophus Anamuah-Mensah - T-TEL Key Advisor, Dr. Eric Daniel Ananga - T-TEL Key Advisor for Curriculum reform and Beatrice Noble-Rogers who provided key editorial, review and content input and facilitated the process of drafting and finalising the course manual.

Patricia Appiah-Boateng and Gameli Samuel Hahomene, served as typesetting and formatting coordinators and designed and produced the illustrations, tables, and other graphics which appear in the pages. They spent time and effort designing and redesigning the graphic layout and producing the camera-ready copy resulting in a set of materials that are easy to use, read, and reference.

Thanks also goes to all T-Tel staff members who worked to support production of these course manuals, particularly Beryl Opong-Agyei and Gideon Okai. Their frankness and co-operative attitude complimented the team approach used to produce this manual.

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In addition to all the staff who participated visibly in the development of these materials we would like to acknowledge all those people from the many colleges of education and universities in which we have worked who have, directly or indirectly, shared their views on the curriculum with us.

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INTRODUCTION TO COURSE MANUALS

Welcome to this B.Ed. Course manual.

Following the accreditation of the B.Ed. by the national accreditation Board with its recognition as a world class teacher education curriculum, the decision was taken to support effective implementation through the development of course manuals. the course manuals provide tutors and lecturers with the materials necessary to support teaching each of the B.Ed. courses. The manuals adhere directly to, and emphasise, the principles and standards set out in the NTS, NTECF and in the B.Ed. and will help ensure operationalising the Government's teacher education reform Policy.

The manuals serve the following purposes:

- they are the key educational agreements between the training institution and the student teachers. In this way student teachers know what the expectations are for them and for the training they will receive.
- they lay out the course outcomes, content, strategies, and assessment, thereby providing direction to and consistency in training and B.Ed. implementation among tutors across the country.
- they are explicit documents that provide other institutions with information on which to base transfer/ articulation decisions.

Specifically, they also:

- support coherent lesson planning and teaching which will enable student teachers to achieve the NTS and become good teachers who ensure all pupils' learning whilst offering tutors the flexibility for adaptation for local needs and contexts.
- Provide a lesson by lesson overview of the course, building on and developing the material in the course specifications.
- Inform tutors, student teachers and others working with student teachers about:
 - 1. What is to be taught and why.
 - 2. how it can be taught.
 - 3. how it should be assessed.
- Provide opportunities for student teachers to develop and apply knowledge during supported teaching in school, creating a strong bond between learning in school and in the training institution.
- Reflect the stage of student teacher development, set out in the model for progress across the four years
 of the B.Ed.
- Can be used as self-study tools by student teachers.
- Ensure that all information necessary to inform teacher training is in one place (serves as reference document).
- The manuals are the basis of the codes and university professional development sessions to ensure Principals, tutors, lecturers and heads of department are fully familiar with the details of: courses, outcomes, content, approaches, assessments and lessons.

Who are course manuals for:

- College of Education Tutors
- Teacher Education University Lecturers
- Student Teachers
- Mentors and Lead Mentors
- All Those with An Interested In Teacher Education.

USING THIS MANUAL

Writers of the manuals engaged widely with colleagues in each subject area at each stage of development. Besides, writers envisaged themselves in varied contexts as they wrote, to suggest methodologies and strategies for teaching the strands which would ensure student teachers are enabled to achieve the learning outcomes. In view of our commitment to creativity, problem solving, collaboration and to lifelong learning, we expect that individual tutors will "own" their manuals and become user-developers. lessons in the manuals will be strands for weekly Pd meetings where tutors/lecturers will situate the lessons in the contexts of their colleges and their student teachers, to maximize the benefits.

It is also expected that tutors will model the best pedagogic practices for student teachers. Key among such practices is the communication of the importance of having a personal teaching philosophy. We expect that tutors and lecturers will explicitly communicate their personal teaching philosophies to their student teachers during the first meeting of every course. in preparation for this, we suggest you set out your personal teaching philosophy and how it will be demonstrated in your teaching using, or adapting, the sample sentence introductions below.

My teaching philosophy is	
In view of this philosophy, I will facilitate this course by/through	

Course Manual

A. Course Information

Title Page

. The vision for the New Four-Year B.Ed. Curriculum

To transform initial teacher education and train highly qualified, motivated new teachers who are effective, engaging and fully prepared to teach the basic school curriculum and so improve the learning outcomes and life chances of all learners they teach as set out in the National Teachers' Standards. In doing this to instill in new teachers the Nation's core values of honesty, integrity, creativity and responsible citizenship and to achieve inclusive, equitable, high quality education for all learners

ii. Cou	ii. Course Details										
Course	Early GradeSpeaking and Listening										
name											
Pre-	Introduction to language and literacy studies										
requisite											
Course	200 Course Code Credit Value 3										
Level											
Table of contents											

1. Goal for the Subject or Learning Area

The Speaking and listening subject is designed to train effective teachers to possess the various skills to teach speaking and listening at the Early Grade(KG P3) effectively to improve learner's language learning and literacy competence.

Note: There are some topics (especially the initial ones which will cut across all levels (e.g., the concept of speaking and listening and their roles in language learning), however some aspects of the course (e.g. strategies to teaching speaking and listening) will be taught differently at the various levels because what fits for a level will not fit for another level.

2. Course Description

The aim of this course is to expose student teachers to the various skills of teaching Early Gradespeaking and listening. The course begins with introducing student teachers to the concept of speaking and how it contributes to language learning and literacy development. The course again aims at assisting student teachers with the skills in materials development for teaching speaking and listening and techniques in assessing speaking at the Early Gradelevel. It will also assist learners with the skills to integrate technology into teaching speaking and listening to enhance Early Gradelearners literacy skills and to equip them with the skills to teach diverse group of learners in terms of teaching speaking and listening. Student teachers will be exposed to the speaking and listening components of the Early Gradecurriculum. Besides, the course will provide trainee teachers with the needed skills to help them to critically reflect on speaking and listening activities and how to apply them in the Early Gradeclassroom. Student teachers will also be exposed to teaching speaking and listening in real classroom situations by team teaching with mentors or colleagues/tutor. The course also emphasises planning appropriate lessons taking into consideration all manner of learners and their needs and interests. The course will be delivered through student-centred approaches like discussion, brainstorming, project work/seminars, think-pair-share, class presentation by students, audio/audio-visual, observation, role-play, school visits/field work and practical teaching. The assessment modes - for, of, and as - for this course include quizzes, assignments, examinations, presentations, report writing, portfolios and observations. The course is aimed at achieving the following NTS 1 a, 2 c and d, 3a, b, c, e, g, I, j, k, I and m, and NTECF p. 25 bullets 2, 3, 5, 6, 11, 13 and 14 requirements.

3. Key contextual factors

The course is developed against the background that Early Gradeteachers have limited skills in teaching speaking and listening, have not been taught to integrate ICT into teaching speaking and listening, and have not been trained to develop their own speaking and listening materials. Besides, student teachers have not been trained to integrate speaking and listening in literacy development of Early Graders. In addition, there is the misconception that speaking and listening are not part of literacy and that teaching speaking and listening is the sole responsibility of the language teacher. In addition, Early Gradeliteracy teachers are not adequately prepared to transition learners from home to KG, from KG to P3 and from Primary 3 to Primary 4, in terms of speaking and listening skills development using the L1 of the learner. This course therefore seeks to prepare a student teacher who will be capable of doing these two transitions smoothly.

4. Core and transferable skills and cross cutting issues, including equity and inclusion

- Critical thinking and problem solving
- Collaboration
- Communication
- Observation and Enquiry skills
- Digital literacy
- Cultural diversity and inclusion

5. Course Learning Outcomes	6. Learning Indicators
Demonstrate understanding and	1.1 Define the concept of speaking and listening.
knowledge of the concepts of speaking	
and listening and their roles in literacy	1.2 Identify the roles speaking and listening play in Early Grade(KG-P3)
development of Early Grade(KG-P3)	learners' literacy development.
learners, and components of speaking	
and listening. (NTS 2c, d, and NTECF 3,	1.3 Discuss the components of listening and speaking
p.25)	1.4 Identify components that underlie effective oral instruction.
Demonstrate knowledge and understanding of appropriate speaking and listening techniques/activities to teach Early Grade (KG-P3) learners with diverse peaks and listerests to appears.	 2.1. Identify appropriate approaches that address the diverse needs and interests of learners to assess Early GradeKG-P3) learners' speaking and listening skills. 2.2. Evaluate how these techniques are practiced in schools to address the diverse peaks of learners in speaking and listening.
diverse needs and interests to enhance	diverse needs of learners in speaking and listening.
their speaking and listening skills. (NTS	2.3 Use appropriate teaching techniques to address the diverse speaking
2d, 3e, g, and NTECF bullets 2 and 5 (p. 25)	and listening needs and interests of learners to transition smoothly from home to school, from KG to P1 and from P3 to P4.
23)	2.4 Apply the techniques/activities learned in the classroom in teaching
	speaking and listening at Early Grade (KG-P3) level to address the diverse needs and interest of learners.
	2.4 Use appropriate strategies to develop the speaking and listening skills of
	learners.
3. Integrate technology in preparing	3.1 Identify appropriate technology tools that can be used in teaching
appropriate TLMs to teach speaking and listening effectively to enhance literacy	speaking and listening
in speaking and listening among Early	3.2 Use appropriate technology to prepare speaking and listening TLMs that
Gradelearners bearing in mind their	fits the diverse needs and interest of learners in the Early Grade.
interests and needs (NTS 3j and NTECF bullet 10, p.25).	3.3 Use appropriate teaching learning materials for teaching speaking and listening which address the diverse needs and interest of Early Grade
	(KG-P3) learners to enhance their speaking and listening skills.
	3.4 Identify factors to consider when developing/selecting speaking and listening TLMs
	3.5 Identify ways to create an environment for effective use of TLMs to enhance learners' speaking and listening development.
4. Use appropriate methods/tools to assess the speaking and listening skills of diverse Early Grade(KG-P3) learners (NTS 1a, 3k, I,	4.1 Identify appropriate methods/tools, which address the diverse needs of learners to assess the speaking and listening of Early Grade (KG-P3) learners.
m and NTECF bullet 6, p.25)	4.2 Observe how these methods are used in assessing speaking and
	listening to improve the literacy skills of all manners learners at the
	Early Grade (KG-P3) level to address their speaking needs.
	4.3 Use appropriate assessment methods/tool as developing teachers to
	assess speaking and listening skills of Early Grade (KG-P3) learners. 4.4 Identify problems of using the various approaches to assess speaking
	and listening skills of Early Grade learners and how to address these problems.
5. Interpret and understand key features of	5.1 Interpret the speaking/oral and listening components of the Early
the speaking and listening component of	Grade(KG-P3)literacy (English) curriculum and indicate how they cater
the Early Grade (KG-P3) English curriculum	for the needs and interests of diverse learners in the classroom.
(NTS 2b, d; NTECF bullet 11, 13; p. 25)	5.2 Identify the deficiencies of the Early Grade speaking and listening curriculum.
6. Plan and co-teach lessons in speaking	6.1 Plan and write a scheme of work for an integrated speaking and
and listening by integrating them to cater for the needs and interests of diverse Early	listening lesson that cater for the diverse needs and interest of learners

	(T	(va)			
Grade learners (KG-P3) learners NTS 3a, g, l, m, NTECF bullet 13,p.25			in the Early Grade (KG-P3 level).				
			6.2. Plan and co-teach a speaking and listening lesson using the integrated				
			lesson plan designed to reach all manner of learners in the Early Grade				
			level to enhance	their speaking and listening skills.			
			6.3 Discuss the impor	tance of the integrated speaking and listening lesson			
				tor/teacher on issues that emanated from the lesson			
7. Co	urse Content		delivered.				
Unit	Topic		Sub-topic if any)	Teaching and learning activity to achieve			
				the learning outcomes			
1	Introduction to teaching speaking and listening	1.1 Speaking and listening and language learning 1.1.1 Definition of speaking and listening		Discussion (teacher leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic. Teacher provides feedback to make students contribute effectively)			
		1.2 Con 1.2.1 Pr 1.2.2 Gi 2.2.3 Vo 1.2.4 Fl 1.2.5 Co	ocabulary	2. Group work (students are put in groups to brainstorm on the role of speaking and listening in language learning and later present their work orally to class for peer critique) 3. Discussion (teacher introduces the topic and leads in discussion by using leading and probing questions for students to identify the components of speaking) 4. Think, pair, share: Teacher asks students to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse learners" needs and interest in mind. Ask students to share/discuss their answers in pairs and finally expand their discussion to the whole class by calling students to share their responses. 5. Checklist (students used their prepared checklist to find out if their objectives for the lesson have been met)			
2	Teaching Speaking and listening strategies for teaching KG-P3 learners	2.1.1. S 2.1.2. U questio 2.1.3.G discussi 2.1.4. R speakin 2.1.5. D places/ 2.1.6 Us visual	on/debates einforcing active g and listening escription of things/people se of audio/audio- odelling speaking and	1. Group Work (Put students teachers in groups and assign one teaching strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the KG-P3 learner and how such strategies can be used to address the diverse needs and interest of learners to enhance their speaking and listening skills. Students use PowerPoint to present their work) 2. School Visit (Students visit schools and observe how teachers use these strategies to develop the speaking and listening skills of all learners and the advantages and disadvantages of each strategy. Student teachers write report on their visit and present in class).			
		2.2.1 List	ening techniques stening comprehension tegies for developing aking and listening learners	3. Discussion (After school visit, students discuss their observation in class and come out with effective strategies to employ in enhancing Early Gradelearners' speaking skills taking into consideration learners' diverse needs and interests).			

			4. Video (student teachers are shown video of speaking and listening problems of Early Grade(KG-P3) learners. Student teachers then discuss the speaking problems identified in the video) 5. School observation (student teachers visit schools
		2.2 Problems of using the strategies	to get first-hand information on speaking and listening problems of learners and compare with what they observed in the video)
3	Technology and developing Early Gradespeaking and listening materials	3.1What are speaking and listening LTMs? 3. 2Using technology to prepare and use Early Gradespeaking and listening materials 3.3 Challenges of using Technology to produce materials for teaching speaking and listening 3.4 Factors to consider when developing/selecting speaking and listening TLMs 3.5 Creating environment for effective use of TLMs to facilitate speaking and listening development for	1. Group Work (Student teacher work in groups and research on factors that affect the preparation and use of speaking materials for Early Gradelearners and present to class) 2. Technology use (student teachers learn how to use computer to develop a speaking material and also use online speaking and listening materials as teaching resource) 3. Demonstration (Student teachers prepare their own teaching materials using technology and use them to teach a selected topic which address the diverse needs and interests of learners in speaking and listening in the classroom) 4. Discussion: Teacher leads discussion on selecting and using appropriate speaking and listening TLMs 5. Discussion (student teachers work in groups to discuss the challenges they face using technology to produce TLMs and how to address the challenges)
4	Assessing Early Grade(KG- P3) learners speaking and listening skills	4.1 Assessing speaking and listening skills of Early Gradelearners 4.1.1 Assessing Early Gradelearners' oral language skills 4.1.2 Assessing speech production (pronunciation) 4.1.3 Assessing comprehension of oral language 4.2.1 Problems of assessing speaking and listening skills of JHS 1-3 learners	1. Discussion (student teachers are put in groups to discuss ways of assessing various aspects of speaking. Later, teacher leads discussion to determine best forms of assessing speaking and listening at the Early Gradelevel to cater for diverse learners' needs and interests. 2. Problem-solving (Teacher puts learners in groups and ask each group to brainstorm on the problems of assessing the speaking skills of learners and ways to address the challenges) 3. School visits (Student teachers visit schools to observe how teachers assess the various components of speaking taking into consideration of diverse needs and interests of learners and the challenges they face and how they address such challenges and write reports on it) 4. Child study (Students teachers practice using appropriate assessment tools on a learner to assess the various component of speaking taking)
5	The Upper Primary speaking and listening component of the Early Gradecurriculum	5.1 Interpreting the Early Gradespeaking/oral and listening component ofthe curriculum 5.2 Deficiencies in the	Discussion (Teacher leads student teachers to discuss the content of the speaking and listening component of the Early Gradecurriculum Review (student teachers work in groups and use their knowledge of the curriculum to identify the
		curriculum	deficiencies in the speaking and listening component

			of the curriculum and how to address the deficiencies. 3. Practical work (students teachers design a scheme of work from the Early Gradecurriculum and share with class for review)
sp list me	an and co-teach beaking and stening lesson with bentor/tutor or blleague	6.1 Preparing scheme of work 6.1.1 Factors to consider when designing a speaking and listening scheme of work 6.2 The speaking and listening lesson plan 6.2.1. Components of a speaking and listening lesson plan (pre-, in and post) 6.2.2 Factors to consider when designing a speaking listening lesson plan 6.2.2. Teaching an integrated speaking and listening lesson 6.2.3 Importance of the integrated speaking and listening lesson plan	1. Discussion (teacher leads student teachers to identify and understand the parts of a speaking and listening lesson and develop an integrated speaking and listening lesson plan to cater for the diverse needs and interests of Early Gradelearners) 2. Demonstration (student teachers prepare an integrated speaking and listening lesson plan which targets the diverse learners in the classroom from the scheme of work designed and co-teach with colleague in class)

2. Teaching and Learning Strategies

This course will be taught in a one 3-hour session each week.

- Group work
- Demonstrations
- Think, pair and share
- School visits
- Discussion
- Concept mapping
- Individual work and presentation
- Teacher modelling
- Brainstorming
- Questioning

3. Course Assessment Components

Component 1: COURSEWORK

Summary of Assessment Method: Assessment as learning (Student teachers submit a short scheme of work they have coplanned for a sequence of 3 or 4 lessons for a small group of students and develop an integrated speaking and listening lesson plan. It should focus on developing students' speaking and listening and cater for the diverse needs and interest of learners in the Early Grade (KG-P3 level). They should. Identify any TLM they would use and why. Each student should provide a reflection (portfolio) on what they intend students to learn and why they believe it is important to teach speaking and listening. Student teachers should co-teach and evaluate the lessons. Discuss with mentor issues that emanated from the lessons delivered (core skills targeted are (core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work)

Weighting: 30%

Assesses Learning Outcomes: Learning Outcomes to be measured 2, 3, 4 and 6

NTS 2d, 3 e, g, j, l, m targeted are

2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach

beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

- 3e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 3k. Integrates a variety of assessment modes into teaching to support learning.

31. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

Component 2: COURSEWORK

Summary of Assessment Method: Assessment for learning (Students do twoclass group presentations (e.g. by poster or oral) on roles of speaking and listening in the literacy development of early Grade learners, the components and strategies for assessing Early Grade speaking and listening and challenges for using the assessment tools and how to address the challenges. Students will also in groups present on strategies for developing the literacy skills of Early Grade learners in speaking and listening, the challenges involved in using the various strategies and how to address those strategies to benefit all manner of learners and identifies the deficiencies in the speaking and listening component of the early grade curriculum).

(core skills targeted are inclusivity, communication, critical thinking, observation and inquiry skills, digital literacy, team work)

Weighting: 30 %

Assesses Learning Outcomes: Course learning outcomes measured 4, 5, and 6

NTS 1a, 2b, d, 3 g, k. l. m targeted are

1a. Critically and collectively reflects to improve teaching and learning.

- 2b. Has comprehensive knowledge of the official school curriculum, including learning outcomes.
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach

beginning reading and numeracy and speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.

- 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age classes.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.

3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.

* It is recommended that this assessment will be conducted after lessons 1, 3, 4, and 7 have been taught.

Component 3: COURSEWORK

Summary of Assessment Method: Assessment of learning (Student teachers write an end of semester examination, which covers the concepts of Early Grade speaking and listening, misconceptions of the role of speaking and listening in Early Grade learners' literacy development, strategies for teaching speaking and listening, approaches to assessing early grade speaking and listening, the challenges encountered and how to address them, and ways of creating a conducive classroom environment) and the Early Grade literacy curriculum about speaking and listening).

(Core skills addressed include communication, creativity, critical thinking, teamwork/collaboration, inclusivity, observation and inquiry skills, digital literacy)

Weighting: 40%

Assesses Learning Outcomes: Course Learning outcomes measured 1, 2, 3, 4, and 6

NTS, 2c, d, 3 e, g, j, k, l, m targeted are

- 2c. Has secure content knowledge, pedagogical knowledge and pedagogical content knowledge for the school and grade they teach in.
- 2d. At pre-primary and primary the teacher knows the curriculum for the years appropriate to multigrade classes; has good knowledge of how to teach beginning speaking, listening, reading and writing, and to use at least one Ghanaian language as a medium of instruction.
- 3 e. Employs a variety of instructional strategies that encourages student participation and critical thinking.
- ${\it 3g. Employs instructional strategies appropriate for mixed ability, multilingual and multi-age \ classes.}$
- 3 j. Produces and uses a variety of teaching and learning resources including ICT, to enhance learning.
- 3k. Integrates a variety of assessment modes into teaching to support learning.
- 31. Listens to learners and gives constructive feedback.
- 3m. Identifies and remediates learners' difficulties or misconceptions, referring learners whose needs lie outside the competency of the teacher.
- * It is recommended that this assessment will be conducted after lessons 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 have been taught.

4. Required Reading and Reference List

Required Text:Owu-Ewie, C. (2018). *Introduction to language teaching skills: A resource for language teachers.* Accra: Sam-Woode Publishers

Additional Reading List:

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Thornbury, S. (2005). How to Teach Speaking. Pearson Education Ltd.

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5. Teaching and Learning resources

- 1. Teaching Speaking and listening Skills to ELL Students: Methods & Resources
- $2.\ Video-Teaching\ speaking\ skills:\ Strategies\ and\ methods\ \underline{https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html}$
- 3. Teaching Listening Skills to Children https://study.com/academy/lesson/teaching-listening-skills-to-children.html
- 4. Every day Literacy: Listening and Speaking, Grade 1 Teacher's Edition, E-book
- 5. Computers
- 6. Videos on teaching speaking and listening
- 7. Projector
- 8. Language Laboratory

6. Course related professional development for tutors/lecturers

- Seminar/workshops on teaching speaking and listening by a resource person
- Workshop on preparing speaking and listening TLMs

B.Ed. 2 Semester 1 Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to	peaking an	d listening		Lesson Duration		3 hrs	
Previous student teacher knowledge, prior learning (assumed) Possible barriers to learning in the	The lesson introduces Early Gradestudent teachers to the concepts of speaking and listening and how they contribute to language learning and literacy development. It also looks at the types and roles of speaking and listening in language acquisition. Student teachers have learned about language and literacy and how they contribute to language learning. Student teachers may not know how speaking and listening contribute to language acquisition Large class size							
Lesson Delivery – chosen to support students in		Practical Activity	Work- Based Learning	Seminars 🗸	Ind Stu	ependent dy	e-learning opportunities	Practicum s
achieving the outcomes Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher less should not usually be the main mode of work Independent study: to enable students to engage with relevant and appropriate materials to proindividual and collaborative enquiry, more in-depth analysis and development. This can be part of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available technology					materials to promote his can be part of any of student and / or tutor		
• Learning	Learning Outcom	Lea	rning Indicato	rs				
Outcome for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	1. Demonstrate understanding and knowledge of the concepts of speaking and listening and their roles in literacy development of Early Gradelearners, and components of speaking and listening. (NTS 2c, d, NTS 3e		the and and s in Early and and S 3e Ear lite	Define the cept of speaking. I listening. Identify the ess speaking an ening play in ly Gradelearne racy relopment	d ers'	more in the student tee before the the conceptoes they Core commodular skills, include ill be group	te limited time, tachers to do or elesson and do ot of listening a play in language skills targeted inunication, crit coration, obser and digital liteding gender westressed on in tos.	include tical thinking, rvation and enquiry eracy. Inclusivity forming earning
Topic: Introduction to teaching	Sub topic The concep	Stage ots, me	e/ti	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led,				
speaking and listening	listening	and		Teacher Activity Revise previous lesson				Student Activity
	previous less the concept literacy and t	of 20mi the and	e 1: stud ns ans Ask abo			stion and to talk iteracy, its	tutor/lecture lesson (conce	questions asked by the er to revise previous ept of literacy, and the stages of elopment.

		T	
Introduction of Course Manual	30 mins.	Discussion First, give an overview of the speaking and listening course manual for early grade teaching of speaking and listening. Through probing and leading questions, assist student teachers to discuss the manual and course expectations. Answer questions from students teachers for clarification.	Student teachers listen to the overview of the course manual and take notes of the key issues raised. Student teachers answer questions to contribute to the discussion on the manual and course expectations. Student teachers also ask questions for clarifications.
Definition of speaking and listening and types	Stage 2: 60 mins.	Discussion: Tutor leads discussion by first introducing the topic through lecture (using PowerPoint) followed by class discussion on the topic using probing and leading questions. Provide feedback to make students contribute effectively. (PDP Theme 3, p. 69) Semantic Mapping: Tutor guides student teachers individually to make a semantic map of what has been learned in the stage.	Discussion Discuss as a class on the meaning of speaking and listening in language learning by answering questions posed by tutor after the presentation. Student teachers individual make a sematic map of what has been learned in the stage and share with colleagues
The role of speaking and listening in language learning and literacy development	Stage 3: 60 mins	Group work Put student teachers in groups bearing in mind gender and inclusivity to brainstorm on the role of speaking and listening in language learning and later present their work orally to class for peer critique. Provide constructive feedback to students' presentations. (PDP Theme 4, p. 79)	Group Work Form groups to brainstorm on the role speaking and listening play in language learning and literacy development by using available technology and book(s) to search information on the topic under discussion and present their findings orally to class for peer critique
School Visit		Provide student teachers with a checklist they will use during school visit to identify the roles speaking and listening play in language learning of learners and how this will improve their views of speaking and listening in language learning as professionals for next class discussion.	During school visit, student teachers use checklist provided by tutor to identify the roles of speaking and listening in language learning of learners and on how this will improve their views of speaking and listening in language learning as professionals for next class discussion.
Closure	Stage 4: 30min	Ask student teachers to work in groups and write the main points in the lesson. Call student teachers to summarise the lesson. Answer student teachers' questions for clarification Use provided checklist to identify whether the indicators of the lesson has been achieved	Work in groups to write the main points in the lesson. Summarise the main points of the lesson orally Ask tutor questions on the lesson for clarification. Use provided checklist to see whether the indicators of the lesson has been achieved.

Which cross cutting	Digital literacy (searching online for information on the topic)								
issues will be	 Inclusivity/gender (including both male and female in each group) 								
addressed or	Collaboration (working in groups as a team)								
developed and how	Enquiry skills (asking questions for clarification)								
	Critical thinking (through discussion, brainstorming and peer critiquing)								
	 Communication (through discussion, presentation and asking and answering of questions) 								
Lesson assessments	Component 1: COURSEWORK								
evaluation of	Summary of Assessment Method: Assessment for learning (group oral presentation on role of speaking								
learning: of, for and	and listening on literacy development of learners done in class).								
as learning within	(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy)								
the lesson(linked to	Weighting: No.								
learning outcomes)	Assesses Learning Outcomes: Course learning outcome 1								
Teaching Learning	• computer								
Resources	• Projector								
	• Smartphones								
	• Laptops								
Required Text	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra:								
(core)	Sam-Woode Publishers [Units 11 and 12]								
Additional Reading	Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 2 and								
List	3]								
	Maxom, M. (2009). Teaching English as a foreign language for dummies. England: John Wiley and Sons								
	Ltd. [Chapter 13]								
CPD Needs	Workshop on teaching listening and speaking as integrated skill and related unfamiliar concepts.								
	Workshop on using technology to prepare speaking and listening TLMs								

	Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Introduction to	o teaching sp	oeaking an	d listening		Lesson Duration	3 hrs
Lesson description	liste Earl	ening. The le	sson also o I.	leals with th	e componer	nents of speaking and t its of effective oral instr	uction at the
Previous student teacher knowledge, prior learning (assumed)	Student teach they play in la					speaking and listening arners	and the roles
Possible barriers to learning in the lesson		ent teachers class size	may not k	now that spe	eaking and li	stening have componen	ts.
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	sed ✓ Study		e-learning opportunities	Practicum
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It include brainstorming, question and answer, group work, etc. This can be tutor and / or stude led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate may promote individual and collaborative enquiry, more in-depth analysis and developmed be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: students led. e-Learning: Use of video, use of online information, use of computers, smartphone of available technology						ent teacher terials to ent. This can dent and / or
Learning Outcome	Learning Outo	Learr	ning Indicato	ors			
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome Topic: Introduction to	developed from the course specification Learning indicators for each learning developed from knowledge of the concepts of speaking and listening and their roles in literacy development of Early Grade(KG, R2) learners, and		comp s listen 1.4 lo that t instru d and e	iscuss the ponents/viev ing and speatentify compunderlie effection.	aking onents ctive oral	To facilitate students' pand achieve more in the time, tutor/lecturer witeachers to do online reweek before the lessor some presentation on of listening and speaking roles they play in langue. Core skills targete communication, of thinking, collaboration and eand digital literacy including gender.	e limited I ask student esearch a a and do the concept ng and the age learning. d include ritical ation, nquiry skills, r. Inclusivity
teaching speaking and listening	Sub topic Components	Stage/time		depend	ding on deliv	very mode selected. Tea p work or independent	icher led,
	of speaking and view of listening			ner Activity		Student	•
	Revision of the previous lesson the concept of speaking and listening and their	Stage 1: mins	15 stude and a Ask discu and	e previous ents throug enswer techr student t ss the role listening the g their scho	th question nique. eachers to of speaking ey identified	n questions asked tutor/lecturer. Student teachersdis g of speaking and d language learning,th	listening in ney observed

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	roles in language learning		how it will improve their views of speaking and listening in their professional development. Give an overview of the	it has improved their views of speaking and listening in their professional development. Student teachers take note of the overview of the current lesson provided by the tutor.
			current lesson	
	The components of speaking	Stage 2: 55 mins.	Think, pair, share: Ask student teachers to individually think about the various components of speaking, how they contribute to oral communication and how teachers can use them with diverse students' needs and interest in mind. Encourage student teachers to use available technology to look for online information on the topic Ask students to share/discuss their findings in pairs and finally expand their discussion to the whole class by calling students to share their responses. (PDP Theme	Think, pair, share Student teachers do individual online search for information on the components of speaking using available technology. Student teachers share their information with colleagues and later get involved in class discussion on the topic
	Views of	Stage 3: 35	9, P. 21) Class Discussion	Class Discussion
	listening	mins	Use leading and probing questions to help student teacher identify and explain the various views of listening. Encourage student teachers to take notes.(PDP Theme 2, p. 35)	Answer questions posed by the tutor to identify the views of listening and takes notes of the views of listening.
	Components	Stage 4: 50	Group Work:	Group Work
	effective oral instruction	mins	Put student teachers into mixed ability groups to find information online using available or in books on the topic and present their findings to class orally. Provide appropriate feedback. (PDP Theme 4, p. 25)	Student teachers work in mixed ability groups and use available technology and book to find the components of effective oral instruction and present information to class orally.
	School Visit		Provide student teachers with a checklist they will use during school visit to observe how teachers in the classroom teach the various components of speaking and write report. They should indicate how this will improve their professional development.	During school visit student teachers use checklist provided by tutor to observe how teachers use the various components of speaking manifest the teaching of speaking at the Early Gradeand write report. Reflect on how their school visit will improve their skills in dealing with the various components of reading as developing professional teachers.

		I						
	Closure		Ask student teachers to work	Student teachers individually				
		Stage	in individually and write the	write down the main points in				
		4:20min	main points in the lesson.	the lesson and share with				
				colleagues.				
			Answer student teachers'					
			questions for clarification	Ask tutor questions on the lesson				
				for clarification				
			Follow-up: Ask students to					
			read their required text on					
			strategies for teaching					
			speaking and listening.					
Which cross cutting	• Digita	al literacy (searc	hing online for information on th	e topic)				
issues will be	• Inclu	sivity/gender (in	cluding both male and female in	each group)				
addressed or	 Colla 	boration (worki	ng in groups as a team)					
developed and how	• Enqu	iry skills (asking	questions for clarification and sci	hool observation)				
	• Critic	al thinking (Disc	ussion and peer critiquing)	·				
	• Comi	munication (thro	ough presentation and answering	questions)				
Lesson assessments –	Component 1	Component 1: COURSEWORK						
evaluation of learning:	Summary of A	ssessment Meth	nod: Assessment for learning (gr	oup oral presentation on role of				
of, for and as learning	speaking and	listening on liter	acy development of learners don	e in class) (Core skills targeted are				
within the	communication	n, team work/c	ollaboration, enquiry skills, digita	l literacy)				
lesson(linked to	Weighting: No	o weighting						
learning outcomes)	Assesses Leari	ning Outcomes:	Course learning outcome 2					
Teaching Learning	• comp	outer						
Resources	• Proje	ctor						
	• Smar	tphones						
	• Lapto	pps						
Required Text (core)	Owu-Ewie, C.	(2018). Introduc	tion to language teaching skills: A	A resource for language teachers.				
	Accra	: Sam-Woode P	ublishers [Units 11 and 12]					
Additional Reading List	Bailey, K. (200	5). Practical Eng	glish language teaching: Speaking	g. New York: McGraw-Hill. [Chapter				
	2 and	3]						
	Maxom, M. (2	009). Teaching I	English as a foreign language for	dummies. England: John Wiley and				
	Sons	Ltd. [Chapter 13	3]					
CPD Needs			onents of speaking, views of list	tening and components underlying				
	effective oral	instruction						

	Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Teaching speaki	ng and li	stening	stra	tegies for Early	Grade(KG	-P3)	Lesson Duration	3 hrs	
Lesson description	The lesson focus looks at the prol			_		-		Gradespeaking. T e problems.	he lesson also	
Previous student teacher	Student teacher	s have le	earned a	aboı	ut components	and view:	s of sp	eaking and listeni	ng. They have	
knowledge, prior learning	also learned con	•								
(assumed)	of effective oral									
Possible barriers to	 Studen 	t teache	ers may	no no	ot know that t	teaching	speaki	ng and listening	at the Early	
learning in the lesson		nay have	unique	stra	ategies					
	J	lass size								
Lesson Delivery – chosen		actical	Work-		Seminars	Indepen	dent	e-learning	Practicum	
to support students in	face Activity Based Study							opportunities		
achieving the outcomes	√	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion,								
Lesson Delivery – main							_			
mode of delivery chosen						tc. This ca	n be ti	utor and / or stude	ent teacner	
to support student teachers in achieving the	led. It should no					with rolov	ant an	d appropriate mat	torials to	
learning outcomes.	Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can									
	be part of any o				c cqu y,orc	acptii	anarys	and developine		
					dividual creativ	ity, discus	sion ar	nd reflection: stud	lent and / or	
	tutor led.	J	•			• •			•	
	e-Learning: Use	of video	, use of	onli	ne information,	use of co	mpute	ers, smartphone o	r any available	
	technology									
Learning Outcome	Learning Outcom	mes		Learning Indicators						
for the lesson, picked	2 Demonstrate la sudada				lala a tife a a sana		T - f -	-11:4-4		
and developed from	Demonstrate knowledge and understanding of				. Identify appro	-		cilitate students' achieve more in th		
the course	appropriate spe		4	, , , , ,						
specification	listening technic				eds and interest			e, tutor/lecturer will ask student chers to do online research a		
Learning indicators	to teach EARLY			learners to assess EARLY week			k before the lesson and do some			
for each learning outcome	learners with div						entation on the concept of			
outcome	and interests to	enhance	their	l '			ning and speaking and the roles			
	speaking and list	speaking and listening skills.			skills. they			play in language learning.		
	(NTS 2d, 3e, g, n	n, k, NTE	CF				•	Core skills targete	d include	
	bullets 2 and 5 (p. 25)		techniques are practised in schools to address the			communication, c			
							thinking, collabor			
							observation and enquiry skills,			
				ın s	speaking and lis	tening.		and digital literact	y. Inclusivity	
Topic: Teaching speaking	Sub topic	Stag	۸/		Teachin	g and lea		including gender. o achieve learnin	a untcomes.	
and listening strategies	Sab topic	time				-	_	mode selected. Te	=	
for Early Gradelearners.	Speaking							rk or independen		
,	Strategies			Tea	acher Activity			1	lent Activity	
	Revision of th	0			k student teach	ars to day	elon	Make a semanti	<u> </u>	
	previous lesso		e 1:		emantic map/a		ciop	map/advanced		
	on th	"			ganizer to show			the lesson on co	-	
		of	-		ngs learned on		nts	speaking and vie	-	
	speaking, th				d views of speal	•		listening and co		
	views of listenin	g			ening respectiv	-		effective oral in		
	and componer	it			mponents unde		ective			
	underlying				al instruction. Ca					
	effective ora	al			ident teachers t	o present	the	Student teacher		
	instruction			ma	ips orally.			the overview of		
								lesson provided	by the tutor.	

			Give an overview of the current			
			lesson			
	Strategies of teaching speakingto Early Gradelearners	Stage 3: 80 mins	Group Work: Introduce the various strategies to class.Put student teachers in groups and assign one strategy to a group to discuss how each strategy can be used to promote the speaking and listening skills of the Early Gradelearner and how such strategies can be used to address the diverse needs and interest of learners. Let student present their findings to class using PowerPoint. Tutor and student teacher provide appropriate feedback. (PDP Theme 4, p. 79)	Student teachers listen to the various strategies employed to teach speaking. They then work in groups on task given and search online or in their required text to find how the strategy enhance learners' speaking skills and how the strategy caters for the diverse needs and interest of learners. They present their findings on PowerPoint. Student teachers provide appropriate feedback.		
	Problems of using the strategies	Stage 4: 50 mins	Class Discussion: Tutoruses leading and probing questions to help student teachers identify and explain the problems each strategy presents in teaching speaking and how it can be addressed and how to deal with the problems. (PDP Theme 2, p. 35).	Student teachers contribute to class discussion on the problems of using the strategies and how to address the problems relating to the strategies.		
	School Visit		Ask students during their school visit to identify strategies teachers at the Early Gradeuse to teach speaking and the problems they encounter and write notes on it. Ask student teachers to indicate how this will improve their skills in teaching speaking as developing professionals for next class discussion.	Student teachers write notes on strategies teachers use in teaching speaking and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class. Student teachers indicate how this will improve their skills in teaching speaking as developing professionals for next class discussion.		
	Closure	15 min	Ask student teachers to work individually and write the main points in the lesson. Answer student teachers'	Student teachers individually to write down the main points in the lesson and share with colleagues.		
Which cross cutting issues will be addressed or developed and how	Ask tutor questions on the lesson for clarification Digital literacy (searching online for information on the topic) Inclusivity/gender (including both male and female in each group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions)					
Lesson assessments –	Component 1: COL					
			d: Assessment for (Class presentati	on on the strategies used in		
•			e) (Core skills targeted are communi			
within the lesson(linked	work/collaboration		ls, digital literacy, critical thinking)			
	Weighting: 15 %					
			Course learning outcome 2			
Teaching Learning Resources	Assesses Learning (computerProjector		Course learning outcome 2			

	 Smartphones Laptops Video – Teaching speaking skills: Strategies and methods https://study.com/academy/lesson/teaching-speaking-skills-to-esl-students-methods-resources.html
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Units 11 and 12]
Additional Reading List	Bailey, K. (2005). <i>Practical English language teaching: Speaking</i> . New York: McGraw-Hill. [Chapter 2 and 3] Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley and Sons Ltd. [Chapter 13]
CPD Needs	Workshop on teaching listening and speaking as integrated skill and related unfamiliar concepts. Workshop on using technology to prepare speaking and listening TLMs

Y	ear of B.Ed.	2	Semester	1	Place of lesson in semester	123 4 56789101112

<u>.</u>									
Title of Lesson	Teaching Earl	y Grade(KG-P3)	peaking a	nd listening		Lesson [Duration	3 hr	s
	strategies/techniques								
Lesson description		troduces student	teachers	to techniques	of tead	ching list	ening comp	rehen	ision and its
	attendant pro								
Previous student				_			_		ems of using the
teacher knowledge,	_		ess them.	Student tea	chers v	vill also	be expose	d to	teaching listening
prior learning (assumed)	comprehensi	on.							
Possible barriers to	• Stud	ent teachers m	av not kn	ow that teac	hing ar	nd lister	ning at the	Farly	Grademay have
learning in the lesson		ue techniques	ay HOL KH	ow that teac	illing ai	iu iistei	iiig at the	Larry	Grademay mave
		e class size							
Lesson Delivery –	Face-to-face		Work-	Seminars	Indep	endent	e-learning	g	Practicum
chosen to support	✓	1	Based	✓	Study		opportun		
students in achieving		Activity	Learning		·		\ \		
the outcomes									
Lesson Delivery -		opportunity fo							
main mode of				oup work, etc.	. This ca	an be tu	tor and / or	stude	nt teacher led. It
delivery chosen to		ually be the mai							
support student									erials to promote
teachers in achieving	of the above	d collaborative e	nquiry, mo	ore in-depth a	naiysis	and dev	eiopment. i	nis ca	n be part of any
the learning outcomes.		generate group	and indivi	dual creativity	, discus	ssion an	d raflaction:	ctude	ant and / or
outcomes.	tutor led.	generate group	and marvi	dual creativity	r, uiscus	ssion an	a renection.	stude	ent and / or
		se of video. use	of online i	f online information, use of computers, smartphone or any available					
	technology			, , , ,			.,		,
• Learning	Learning Out	comes	Learnin	g Indicators					
Outcome for the	2.5		2.4.4	1 .1		- (
lesson, picked		te knowledge	2.4 App						participation
and developed	and understa appropriate s	-		ues/activities lassroom in te			or/lecturer w		the limited time,
from the course	listening	peaking and		ng and) listeni	_		•		research a week
specification		ctivities to teach		GRADEKG-P3 I	_		ore the lesso		
Learning indicators for	· ·	KG-P3 learners		the diverse n			sentation or		
each learning	with diverse r	needs and	and int	· ·			istening and speaking and the roles		
outcome	interests to e	nhance their					hey play in language learning.		
	speaking and	listening skills.		•			Gore oring tar perca morage		
	(NTS 2d, 3e, g		communication, critical t			_			
	bullets 2 and	5 (p. 25)	collaboration, observation						
									d digital literacy.
							inclusivity	inciuu	ling gender.
Topic: Teaching	Sub topic	Stage/time	Teachir	ng and learnin	g to ac	hieve le	arning outco	omes:	depending on
speaking and listening		13.65, 61110		y mode select					
strategies/techniques	Listening			ndent study					
for Early	techniques			r Activity				Stude	ent Activity
Gradelearners	Revision of				to dow	alon a	Make a see	nantic	man/advanced
	the	Introduction:		Ask student teachers to develop a			organizer o		map/advanced
	previous	10 mins		semantic map/advanced					ching speaking
	lesson on	20 1111113		organizer to show the main strategies used in teaching			-		s associated with
	the			speakingand how to address					d present their
	strategies			ns associated			_		d for feedback.
	of teaching			ies. Call some					
	speaking,			rs to present t	he map	s on			
	the views		the boa	ırd.					

T	ı				
of listening and component underlying effective				Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.
oral instruction Listening	Stage	1:	40	Class Discussion: Show a 15	
techniques for developing good listening skills	mins			minutes video of a teacher teaching listening to Early Gradelearners. Put students teachers in groups to discuss the techniques the teacher used in teaching listening in the video. After the discussion discuss with student teachers some techniques which were not used in the video. (PDP Theme 3, P. 69	Student teachers watch video on teaching listening to Early Gradelearners. Student teachers discuss in groups the techniques used in the video to teach listening Each group the present their findings orally to class. Student teachers listen to other techniques provided by the teacher.
Listening comprehen sion	Stage min	2:	40	Class Discussion: Show a 10 minutes video of a teacher teaching listening comprehension and ask student teachers to note the main steps and discuss later as a class. Provide appropriate feedback and comments (PDP Theme 3, 69)	Student teachers watch the video and note the main steps involved in teaching listening comprehension and later discuss as a class. Student teachers ask question for clarification from tutor.
Strategies of developing listening skills	Stage mins	2:	40	Think-Pair-Share: Ask student teachers to work individually to search for information online using available technology on the strategies for developing listening skills of Early Gradelearners and share their findings with colleagues. (Theme 9, p. 21)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class for discussion.
Problems of using the listening techniques and strategies	Stage mins	4:	40	Class Discussion: Tutoruses leading and probing questions to help student teachers identify and explain the problems of teaching listening and how The problems can be addressed to enhance the listening skills of Early Gradelearners. (PDP Theme 2, p. 35)	Student teachers contribute to class discussion on the problems of using these strategies and how to address the problems relating to the strategies.
School Visit				Ask students teachers during their school visit to identify strategies teachers at the Early Gradeuse to teach listening comprehension and the problems they encounter and take notes on it for class discussion. They should write in their note how their observation will enhance their teaching of listening in their professional career for next class discussion.	Student teachers write report on strategies teachers use in teaching listening and the problems they encounter and how they deal with the problems and take notes for class discussion. They cross check their findings with what they discussed in class and how this will enhance their teaching of listening in their professional career for next class discussion.
Closure	Stage 4	1:10m	nin	Use question and answer techniques to help student teachers summarise the lesson.	Student teachers answer tutors question to summarise the main point in the lesson.

			Answer student teachers'		Ask tutor questions on the lesson				
			questions for clarification		for clarification				
Which cross cutting	Digital literacy (searching online for information on the topic)								
issues will be	 Inclusivity/gender (including both male and female in each group) 								
addressed or			g in groups as a team)	c iii cacii	6.0dp)				
developed and how		•	questions for clarification an	d school	ohservation)				
		, , ,	ission and peer critiquing)	a scrioor	observation)				
		• .	ugh presentation and answe	ring alle	etions)				
Lesson assessments –		: COURSEWORK	ugn presentation and answe	inig ques	stions				
evaluation of	•		od: Assessment for and as	learning (Assessment on quiz to test				
learning: of, for and			ing of the lesson) (Core skills	-	•				
as learning within the			ills, digital literacy)	targetee	are communication, team				
lesson(linked to			ms, digital interdey,						
learning outcomes)		Weighting: No weighting Assesses Learning Outcomes: Course learning outcome 2							
Teaching Learning	• com								
Resources	• Proje								
	,	tphones							
	• Lapte	•							
		•	ening Skills to Children http:	s·//study	.com/academy/lesson/teaching-				
		ing-skills-to-child		<i>3., </i>	noom/ academy/ ressorif teaching				
Required Text (core)	Owu-Ewie, C.	(2018). Introduct	ion to language teaching sk	ills: A reso	ource for language teachers. Accra:				
	Sam-	Woode Publisher	s [Units 11 and 12]						
Additional Reading	Bailey, K. (200	5). Practical Engi	ish language teaching: Spea	king. Nev	w York: McGraw-Hill. [Chapter 2				
List	and 3]							
		-							
	Maxom, M. (2	009). Teaching E	nglish as a foreign language	for dumi	mies. England: John Wiley and Sons				
	Ltd.	Chapter 13]			•				
CPD Needs	Workshop on	strategies and te	chniques for teaching listen	ing and re	elated unfamiliar concepts.				

	Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
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Title of Lesson	Technology and developing Early Gradespeaking and Lesson Duration 3 hrs								3 hrs
1100 01 200011		materials	iobii 8	Larry	or daespeaking	Бана	-		33
	natering	materials							
Lesson description	The lesson introduces student teachers tohow technology can be used in developing Early Gradespeaking and listening material. The lesson will first look at what are speaking and listening TLMs and things they will consider when preparing and using speaking and listening TLMs. The lesson also looks at using appropriate TLMs in teaching speaking and listening. The lesson ends with the challenges of using technology to produce materials for teaching Early Gradespeaking and listening.								
Previous student teacher						es and strate	egie	s for teaching lis	tening, and
knowledge, prior learning (assumed)					nd how to add		-8		g,
Possible barriers to learning in the lesson			iterials f		t know how t ly Gradelearr		logy	y in developing s	peaking and
Lesson Delivery – chosen to	Face-	Practical	Work-		Seminars	Independe	nt	e-learning	Practicum
support students in achieving the	to-face	Activity	Based		✓	Study		opportunities	
outcomes	✓	✓	Learni	ing		✓		✓	
student teachers in achieving the learning outcomes.	Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any							elopment. student	
Learning Outcome for the	Learning	Outcomes		Learn	ing Indicator	s			
lesson, picked and developed from the course specification • Learning indicators for each learning outcome	available technology Learning Outcomes 3. Integrate technology in preparing appropriate TLMs to teach speaking and listening effectively to enhance literacy in speaking and listening among Early Gradelearners bearing in mind their interests and needs (NTS 3jand NTECF bullet 10, p.25).		technused and li 3.2 U techn speak which and ii the E3.3 U learn forted listen divers of Earl learn.	lentify approphology tools the inteaching specified and lister in fits the diversity of learning materials aching speaking whichadd see needs and rly Grade (KGeers to enhanceing and lister to enhanceing and lister in gand lister in learning and lister in learning and lister in learning in gand lister in learning in gand lister in learning in l	nat can be beaking e bare hing TLMs, rse needs rners in e teaching and ress the interest -P3) the their	partin the tead a we do s con special	facilitate student ticipation and acl he limited time, or/lecturer will as chers to do onlin eek before the lesome presentatic cept of listening aking and the roly in language lear Core skills targe communication thinking, collab observation and skills, and digital Inclusivity inclugender.	sk student e research sson and on on the and es they ming. eted include , critical oration, d enquiry al literacy.	

3. Technology and developing Early	Sub topic What are speaking	Stage/time	Teaching and learning to achieve learning outcomes: depending on delivery mode selected. Teacher led, collaborative group work or independent study				
Gradespeaking and listening materials	and listening TLMs		Teacher Activity	Student Activity			
	Discussionon school visit notes on techniques and strategies for teaching listening and challenges of the strategies.	Introduction: 10 mins	Use probing and leading questions to help student teachers discuss what they observed during their school visit on teaching listening. Give an overview of the current lesson	Student teachers answer questions to discuss what they observed during their school visit on strategies for teaching listening. Student teachers take note of the overview of the current lesson provided by the tutor.			
	Definition of TLMs in general and speaking and listening TLM particular	Stage 1: 50 mins	Group Work: Put student teachers into mixed group and ask them to search online using available technology and book(s) to look for the definition of TLMs in general and TLMs for speaking and listening in particular. Ask studentteachersalso to find the factors that affect the preparation and use of speaking and listening for Early Gradelearner. Let students teachers present their findings to the class for comments and feedback (PDP Theme 4, p. 25)	Student teachers work in mixed groups to use available technology and book to find out the meaning of TLMs in general, speaking, and listening TLMs in particular. Student teachers use the same procedure the identify the factors to consider when preparing and using speaking and listening TLMs and present to class for comments and feedback from other group members and tutor.			
	Using technology to prepare and use Early Gradespeaking and listening materials	Stage 2: 70 mins	Think-Pair-Share: Ask student teachers to work individually to search for information online using available technology on how to use technology to prepare appropriate speaking and listening skills forEarly Gradelearners and share their findings with colleagues. (PDP Theme 9, p. 21) Put student teachers in mixed ability groups to select an Early Gradetopic, prepare a speaking listening material using available technology, and demonstrate to class how it will be used in teaching. Provide the need feedback. (PDP Theme 4, p. 25)	Student teachers work individually to find information on the topic using information from online or required books and share with colleagues and later share with entire class for discussion. Student teachers form groups, select an Early Gradespeaking and listening topic, and use available technology to prepare a TLM to teach the selected topic to the class. The prepared TLM must cater for diverse needs of learners in class			
	Problems of using technology to prepare speaking and listening materials	Stage 4: 30 mins	Class Discussion: Tutoruses leading and probing questions to help student teachers identify and explain the problems of preparing TLMs using available	Student teachers contribute to class discussion on the problems of preparing TLMs using technology			

		T	T	1		
	School Visit		technology to teach listening and speaking and how the problems can be addressed to enhance the speaking and listening skills of Early Gradelearners. (PDP Theme 2, p. 35) Ask students teachers during	and how to address the related problems. Student teachers write		
			their school visit to identify how teachers at the Early Gradelevel prepare and use TLMs to teach speaking and listening and the challenges they face and write report on it. They should indicate in their report how their visits will improve their preparation of TLMs to teaching speaking and listening for next class discussion.	report on how teachers use technology to prepare speaking and listening TLMs and the problems they encounter and how they deal with the problems. They cross check their findings with what they discussed in class. Student teachers indicate in their report how their visits will improve their preparation of TLMs to teaching speaking and listening for the next class discussion.		
	Closure	20min	Use question and answer techniques to help student teachers summarise the lesson	Student teachers answer tutors question to summarise the main point in the lesson.		
			Answer student teachers' questions for clarification Let student teachers use their checklist to find out if lesson objective/indicators have been achieved.	Ask tutor questions on the lesson for clarification Student teachers sue their checklist to find out if learning outcome has been achieved.		
Which cross cutting issues	_		nline for information on the topic)			
will be addressed or	• • •	- '	g both male and female in each grou	ıp, mixed ability group)		
developed and how			roups as a team)	nuation)		
	· '		ions for clarification and school obsenand peer critiquing)	ı vatıOII)		
		• '	resentation and answering questions	s. writing reports)		
Lesson assessments –	Component 1: COU		2 2 2 3 3 3 4 2 3 1 3 1	, <u> </u>		
evaluation of learning: of,			Assessment for learning (Assessment			
for and as learning within			ning topic - demonstration) (Core skil ration, enquiry skills, digital literacy)	is targeted are		
the lesson(linked to learning outcomes)	Weighting: No weig		ration, enquiry skills, digital literacy)			
cattonico,		_	Course learning outcome 3			
Teaching Learning	• computer					
Resources	Projector					
	Smartphon Lapton	es				
	LaptopVideo onTe	eaching Listening	g Skills to Children			
	 Video onTeaching Listening Skills to Children https://study.com/academy/lesson/teaching-listening-skills-to-children.htmland Teaching 					
	speaking te	echniques by Joh	ın Kay			
Required Text (core)			o language teaching skills: A resource	e for language teachers.		
Additional Booding List			ers [Units 33 and 34]	de McGraye IIII [Chantar		
Additional Reading List	12]	ucticui English la	nguage teaching: Speaking. New Yor	k. ivicoraw-Hill. [Chapter		
	12]					

	Maxom, M. (2009). <i>Teaching English as a foreign language for dummies</i> . England: John Wiley and Sons Ltd. [Chapter 24]
CPD Needs	Workshop on strategies and techniques for teaching listening and related unfamiliar concepts.

Year of B.Ed. 2	Semester	1 P	lace of lessor	in semester	4 2 2 4 5 4	C 3 0 0 4 0 4		
					12345	6 7 8 9 10 1	1 12	
Title of Lesson	Technology and listening materi		ig Early Grade	speaking and	Lesson	Duration	3 hrs	
Lesson description	developing or s Early Gradeleve	The lesson assist student teachers to identify and explain the factors to be considered when developing or selecting a speaking and listening TLMs to enhance speaking and listening at the Early Gradelevel. It also exposes student teachers ways of creating an environment for effective use of TLMs to enhance speaking and listening development for Early Grade (KG-P3) learners.						
Previous student teacher knowledge, prior learning (assumed)	Student teache to prepare spe and how to add	rs have lea aking and ress such o	arned about of listening TLM challenges.	definition of s Is and proble	peaking and list ms of using tec	ening TLMs, use anology to prepa	of technology are such TLMs	
Possible barriers to learning in the lesson	speaki materi	ng and list	tening TLMs	and how to		er when develop onment for the radelearners.	-	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face ✓	Practical Activity	Work- Based Learning	Seminars √	Independent Study	e-learning opportunitie s	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	brainstorming, led. It should no Independent st promote individue be part of any of Seminars: to go tutor led. e-Learning: Use	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any						
Learning Outcome for	available technology Learning Outco		Learning In	dicators				
the lesson, picked and developed from the course specification Learning indicators for each learning outcome	3. Integrate tec in preparing ap TLMs to teach s and listening ef to enhance liter speaking and listening Early Gradelearners I mind their interneeds (NTS 3jar	hnology propriate peaking fectively racy in stening pearing in rests and	3.4 Identify factors to c developing, speaking ar TLMs 3.5 Identify ways to creenvironmer use of TLMs speaking ar developme	y and explain consider when g/selecting nd listening y and explain consider when achieve more in the limited time, tutor/lecturer will ask student teache to do online research a week before lesson and do some presentation on concept of listening and speaking and			ime, at teachers before the ation on the aking and the earning. ude thinking, on and	
3. Technology and	bullet 10, p.25)	Stage/ti		P3) learners.		vity including gen		
developing Early Gradespeaking and listening materials		Juge/ (I		O Se	utcomes: depen	ding on delivery led, collaborati dent study	mode ve group	
,					ivity	Acti	ident vitv	
	Revision of the previous lesson on Definition of listening and speaking TLMs and challenges	Introduc	ction: 20	the main ide previous les technology use TLMs in speaking an	son in using to prepare and	to write down so of the individually was main ideas in prepare and leason and sheaching learning and student teach		

	T	T	T
of using technology to prepare the		discuss report from their school observation in their previous lesson.	from school visit in their previous lesson.
materials challenges.		Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by
			the tutor.
Factors to consider when	Stage 1: 70 mins	Group Work Put student teachers into	Group Work Student teachers work in
developing/sel ecting		mixed group and ask them to search online using	mixed groups to use available technology and
speaking and listening TLMs		available technology and book(s) to look for the	book(s) to find out the factors to consider when
		factors to be considered when developing/selecting a speaking and listening TLM for an Early	developing or selecting a speaking and listening TLM for Early Graders.
		Gradelesson. Let students teachers present their findings to	Student teachers present to class their findings for comments and feedback
		the class for comments and feedback (PDP Theme 4, p. 25)	from other group members and tutor.
Creating an environment for effective	Stage 2: 70 mins	Class Discussion Lead discussion on how to create an environment	Class Discussion Student teachers contribute to class
use of TLMs to enhance		conducive for the use of speaking and listening TLM	discussion on the various ways we can create an
speaking and listening development		in the Early Gradeto enhance effective learning. After the discussion as	effective environment for the use of speaking and listening TLMs to enhance
for EARLY GRADE(KG-P3)		students to make notes of the main thing discussed	learning. Student teachers make
learners.		and share with their colleagues. After the	notes on what has been discussedand present it in
		discussion and note making, call individual	the form of semantic mapping/advanced
		students to make a semantic/advanced organiser on the board of	organiser to the class for feedback and comments.
		what has been discussed for comments and	
		feedback (PDP Theme 3, p. 69)	
		Ask students teachers during their school visit to identify how teachers	Student teachers Ask students teachers during their school visit identify
		create a conducive environment at the Early	how teachers create a conducive environment at
		Gradelevel to use TLMs effectively to teach	the Early Gradelevel to use TLMs effectively to
School Visit		speaking and listening and the challenges they face	teach speaking and listening and the
		and write report on it. They should indicate in	challenges they face and write report on it. Student
		their report how their visits will improve their use of	teachers indicate in their report how their visits will
		TLMs in teaching speaking and listening for next class discussion.	improve their use of TLMs in teaching speaking and listening for next class

				discussion. Student			
				teachers indicate in their			
				report how their visits will			
				'			
				improve their use of TLMs			
				to teaching speaking and			
				listening for the next class			
				discussion.			
	Closure		Use leading and probing	Student teachers answer			
		Stage 3: 20 min	questions to help student	tutors question to			
			teachers to summarise the	summarise the main point			
			lesson in turns.	in the lesson.			
			Answer student teachers'	Ask tutor questions on the			
				lesson for clarification			
			questions for clarification				
			Let student teachers use	Student teachers sue their			
			their checklist to find out if	checklist to find out if			
			lesson objective/indicators	learning outcome has been			
	have been achieved. achieved.						
Which cross cutting issues	_		ne for information on the topic	-			
will be addressed or			oth male and female in each g	roup, mixed ability group)			
developed and how	 Collabo 	ration (working in grou	ıps as a team)				
	 Enquiry 	skills (asking questions	s for clarification and school ob	oservation)			
	 Critical 	thinking (Discussion an	d peer critiquing)				
	 Commu 	nication (through pres	entation and answering questi	ons, writing reports)			
Lesson assessments –	Component 1: C	OURSEWORK					
evaluation of learning: of,	Summary of Asse	essment Method: Ass	essment for learning (Assessm	ent on writing about ways to			
for and as learning within			ng speaking and listening TLM				
the lesson(linked to			nication, team work/collabora				
learning outcomes)	literacy)	· ·		, , , , ,			
	Weighting: No v	veighting					
			rse learning outcome 3				
Teaching Learning	comput	er					
Resources	 Projecto 	or					
	 Smartpl 	hones					
	 Laptop 						
Required Text (core))18). Introduction to la	nguage teaching skills: A resou	rce for language teachers.			
, , ,		am-Woode Publishers					
Additional Reading List			uage teaching. New York: McG	raw-Hill. [Chapter 24]			
	N40 N4 /200	O) Tanahina English sa	a familia la managa familia de	ina. Employalı talayı Miller			
			a foreign language for dummi	es. England: John Wiley and			
CPD Needs		d. [Chapter 24]	s for teaching listening and rela	atad unfamiliar concents			
CFD Neeus	workshop on str	ategies and techniques	s for teaching listering and feld	ateu umaminar concepts.			

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	Assessing Early C	Gradespeak	ing and liste	ening	L	.esson D	Duration	3 hı	rs	
Lesson description	The lesson introduces student teachers to the different methods of assessing the speaking and listening skills of learners. The lesson also provides students the opportunity to observe how these methods are used in school to assess speaking and listening to improve the literacy skills of all manners learners at the Early Grade (KG-P3) level to address their speaking needs.									
Previous student teacher knowledge, prior learning	listening TLMs	Student teachers have learned about the factors to consider when developing, selecting speaking, listening TLMs and how to create an environment for the use of such materials to enhance speaking, and listening among Early Gradelearners.								
(assumed) Possible barriers to learning in the lesson	listenin	g at the Ear level and h		e aware of the	e tools no	ecessary	y for assess	ing s	peaking and	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Practical Activity	Work- Based Learning	Seminars ✓	Indeper Study ✓		e-learning opportunit	ies	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.										
Learning Outcome for the lesson, picked and developed from the course specification Learning indicators for each learning outcome	4. Use appropria assess the speak skills of diverseE learners (NTS 3k p.25)	4.1 Identify appropriate methods/too address the oneds of learnessess the spand listening Grade (KG-P3 learners. 4.2 Observe these methoused in assess speaking and listening to in the literacy speaking the EARLY GRADEKG-P3 address their speaking needs	ols, which diverse mers to leaking of Early 3) how ds are ssing mprove kills of earners	and artime, stude resear and dronce and the learni	chieve more tutor/lectur nt teachers rch a week to some present of listening to roles they	e in the er we to do	ill ask o online e the lesson tion on the nd speaking y in language ed include critical ation, enquiry literacy.			

4. Assessing Early Gradespeaking and		Stage/time	Teaching and learning to ach depending on delivery mode collaborative group work or	selected. Teacher led,
listening			Teacher Activity	Student Activity
	Revision of the previous lesson on factors to consider when developing or selecting speaking and listening TLMs and creating a conducive environment	Introduction: 20 mins	Ask students to write down the main ideas of the previous lesson in using technology to prepare and use TLMs in teaching speaking and learning and the challenges faced. Discuss report by student teachers on their school visit and experiences they learned on the topic	Student teachers individually write down the main ideas in the previous lesson and share with their colleagues. Student teachers discuss their school visit report and they experiences they learned from the visit in relation to the topic learned.
	for using TLMs.		Give an overview of the current lesson	Student teachers take note of the overview of the current lesson provided by the tutor.
	4. Assessing Early Gradespeaking and listening	Stage 1: 80 mins	Group Discussion Introduce lesson to student teachers and tell them the main areas they will be working on. Then put student teachers into groups and ask them to search online using available technology and book(s) to look for information on ways to assess Early Gradeskills in speaking and listening. Let each group present their findings on PowerPoint to class for feedback and comment from teacher and colleagues, (PDP Theme 4, p. 79)	Group Discussion Student teachers work in groups to use available technology and book(s) to find out the different ways of assessingEarly Gradelearners'speaking and listening skills. Student present their findings to class on power point for comments and feedback.
	Making speaking and listening assessmentto cater for diverse needs of learners.	Stage 2: 70 mins	Brainstorming Form mixed groups and let students brainstorm on how the various forms of assessment discussed in stage 1 can be made to cater for the diverse needs of learners in class. Let students present their views to the class orally for peer critique and tutor feedback (PDP Theme 4, p. 25) During student teachers'	Brainstorming Student teachers brainstorm on various ways the different approaches to assessing the speaking and listening skills of Early Gradelearners can be made to cater for the diverse needs of all manner of learners. Student teachers make oral presentation to class of their findings for peer commenting on and tutor feedback. Student teachers use one of
	(Child Study)		school visit, each student should use any of the assessment approaches learned in assessing a	the assessment approaches learned to assess a child on either speaking or listening to identify the child's

			learner's speaking or	progress and write report
			listening skills. (PDP Theme	on it.
			9, p. 21). They should	Student teachers indicate
			indicate how their	how their observation or
			observation or school visit	school visit will improve
			will improve their skills in	their skills in assessing
			assessing speaking or	speaking or listening as
			listening as professional	professional teachers for
			teachers for their portfolio	their portfolio building.
			building.	
	Closure	Stage 10 min	Use leading and probing	Student teachers answer
			questions to help student	tutors question to
			teachers to summarise the	summarise the main point
			lesson in turns.	in the lesson.
			Answer student teachers'	Ask tutor questions on the
			questions for clarification	lesson for clarification
			Ask students to read about	
			the problems of assessing	
			speaking and listening for	
			the next class.	
Which cross cutting	Digital I	itoracy (coarching onli	<u> </u> ne for information on the topic	<u> </u>
issues will be	_		ooth male and female in each g	
addressed or		ration (working in grou		roup, mixed ability group)
developed and how			s for clarification and school ob	occupation)
		thinking (Discussion ar		oservation)
			sentation and answering questi	one writing roports)
Lesson assessments –	Component 1: C		sentation and answering questi	ons, writing reports)
evaluation of			essment as learning (One page	report on child study in
learning: of, for and as		sing speaking or listen		report on erma study in
learning within the	Weighting: No v			
lesson(linked to		0 0	urse learning outcome 4	
learning outcomes)		. 3		
Teaching Learning	• comput	ter		
Resources	 Project 			
	 Smartp 			
	 Laptop 			
Required Text (core)		. Assessing speaking. Ir	n D. Tsagari and J. Banerjee (ed:	s). Handbook of second
			46 Belin, De Gruyter Mouton [(
Additional Reading			nguage teaching skills: A resou	
List	Accra: S	Sam-Woode Publishers	[Unit 42]	
			guage testing and assessment.	
CPD Needs	Seminar for tuto	or on speaking and liste	ning assessment of Early Grade	elearners.

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12
					1

Title of Lesson	Assessing Early Gra	adespeal	king and listeni	ng	Lesson Duration	on 3 hrs		
Lesson description	The lesson introduces student teachers to problems of assessing the speaking and listening skills of EARLY GRADEKG-P3learners. The lesson also looks at how these problems will be addressed.							
Previous student teacher	Student teachers h							
				e various app	moaches to asses	ssing Early Grade	learners	
knowledge, prior learning (assumed)	speaking and lister	iing skiiis	•					
Possible barriers to learning	 Student t 	eachers	may not be	aware of th	ne problems for	assessing speal	king and	
in the lesson	listening a	at the Ea	rly					
	Grade le	arners.						
	 Large class 	s size						
Lesson Delivery – chosen to	Face-to-face	Practic	al Work-	Seminars	Independent	e-learning	Practi	
support students in	✓	Activity	/ Based	✓	Study	opportunities	cum	
achieving the outcomes			Learning		√	✓		
Lesson Delivery - main	Face-to-face: opp	ortunity	for an extende	ed and coher	ent line of argum	nent. It includes		
mode of delivery chosen to	discussion, brainst						/ or	
support student teachers in	student teacher le							
achieving the learning	Independent stud					ppropriate mater	ials to	
outcomes.	promote individua	•			•			
	can be part of any			,,	, ,	•		
	Seminars: to gene			ual creativity	, discussion and r	reflection: studen	t and /	
	or tutor led.	0			,		,	
	e-Learning: Use of	video. u	se of online inf	formation, us	se of computers.	smartphone or a	nv	
	available technolog			oa	, c o. coparc,	5a. tp	.,	
Learning Outcome for	Learning Outcome		Learning Indi	cators				
the lesson, picked and	0							
developed from the	4. Use appropriate		4.4 Identify the To facilitat			students' participation and		
course specification	methods/tools to a	assess	problems of		achieve more in the limited time,			
Learning indicators for	the speaking and		assessing	g Early	tutor/lecturer will ask student teachers			
each learning outcome	listening skills of		Gradespe	eaking and	to do online rese	earch a week bef	ore the	
	diverseEARLY GRA	DE	listening	_	lesson and do so	ome presentation	on the	
	(KG-P3) learners (N	ITS 3k	to addre		concept of lister	ning and speaking	and the	
	and NTECF bullet 6	i, p.25)	problem	_	roles they play in	n language learni	ng.	
			•	speaking	 Core skills t 	targeted include		
			-		communica	ation, critical thin	king,	
			and liste	_	collaboration	on, observation a	nd	
			Early Gra	ide.	enquiry ski	lls, and digital lite	racy.	
					Inclusivity i	including gender.		
4. Assessing Early		Stage/t	ime		eaching and lear	rning to achieve l	earning	
Gradespeaking and listening		Juge, i				iding on delivery		
Gradespeaking and listering					•	r led, collaborativ		
,					vork or independ		- В Р	
							dent	
				Teacher Ac	tivity	Activ		
	Revision of the			Through au	estioning and	Student teache		
	previous lesson	Introdu	ction: 15		echnique let	individually wri		
	on various	mins		_	chers recap	the main ideas		
	approaches to				earned in the	previous lessor		
	assessing Early			previous le		share with thei		
	Gradelearners'			•	to assessing	colleagues.	-	
	speaking and				ers speaking and	3000,000.		
	listening skills			listening sk		Student teache	rs note	
				occining six		the overview o		
				Give an ove	erview of the	current lesson		
				current less		provided by the	e tutor	
				current less	OUII.	Provided by the	tutor.	

		T	ı	I
	4. Problems of	Stage 1: 80 mins	Problem Solving	Problem Solving
	assessing Early		Introduce lesson to	Watch video on
	Gradelearners'		student teachers and tell	assessing speaking: the
	speaking and		them the main areas they	challenges and
	listening kills		will be working on. Show	opportunities of using
			video on assessing	a paired format. Then
			speaking: the challenges	put student teachers
			and opportunities of using	into groups and ask
			a paired format. Then put	them to discuss the
			student teachers into	video and search for
			groups and ask them to	additional information
			discuss the video and	online using available
			search for additional	technology and book(s)
			information online using	to find out the problem
			available technology and	associated with using
			book(s) to identify the	the various assessment
			problems associated with	approaches discussed
			assessing the speaking and	in the previous lesson
			listening skills of learners.	in assessing the
			Student teachers should	speaking and listening
			identify the problems	skills of learners. Each
			associated with each	group works on a given
			approach.	approach to identify its
			Lat and consumer	attendant problems.
			Let each group present	
			their findings on	Student teachers
			PowerPoint to class for	present their findings
			feedback and comment	to class on power point
			from teacher and	for comments and
1		i	colleagues.(PDP Theme 4,	feedback.
			n 70)	
			p. 79)	
	Addressing	Stage 2: 70 mins	,	Independent Study
	Addressing problems	Stage 2: 70 mins	Independent Study:	Independent Study Student teachers work
	_	Stage 2: 70 mins	,	Student teachers work
	problems associated with	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm	Student teachers work individually to
	problems associated with approaches for	Stage 2: 70 mins	Independent Study: Let student teachers work	Student teachers work
	problems associated with approaches for assessing	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with	Student teachers work individually to brainstorm on how to
	problems associated with approaches for assessing speaking and	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to	Student teachers work individually to brainstorm on how to address the problems
	problems associated with approaches for assessing	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and	Student teachers work individually to brainstorm on how to address the problems associated with the
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners.
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners.
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class
	problems associated with approaches for assessing speaking and listening skills of	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic.	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21)	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to identify problem teachers	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing learners	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers face inassessing
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing learners using the various	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers face inassessing speaking and listening
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing learners using the various approaches to cater for	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers face inassessing speaking and listening and how the teachers
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing learners using the various approaches to cater for the diverse need of all	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers face inassessing speaking and listening and how the teachers address the problems
	problems associated with approaches for assessing speaking and listening skills of Early Graders.	Stage 2: 70 mins	Independent Study: Let student teachers work individually to brainstorm on how to address the problems associated with the various approaches to assessing the speaking and listening skills of Early Gradelearners. Let them share with work with others for feedback. Follow this with class discussion on the topic. (PDP Theme 9. P. 21) Provide student teachers with checklist to use during school visit to identify problem teachers face in assessing learners using the various approaches to cater for the diverse need of all learners and how teachers	Student teachers work individually to brainstorm on how to address the problems associated with the various assessment approaches to assessing speaking and listening of Early Gradelearners. Student teachers share their work with colleagues for feedback and participate in class discussion on the topic/ Student teachers visit schools to with a checklist and identify the problems teachers face inassessing speaking and listening and how the teachers address the problems to cater for diverse

	Closure	Stage 15min	in assessing speaking as developing teachers. Ask students to write the main points discussed in the lesson as a summary. Answer student teachers' questions for clarification Follow-up: Ask student teachers to look for Early Gradecurriculum and look at the literacy section of it.	Student teachers indicate how this will improve their skill in assessing speaking as developing teachers. Student teachers write then main points discuss in the lesson and share with their colleagues. Ask tutor questions on the lesson for clarification Student teachers look for the Early Gradecurriculum for		
				literacy		
Which cross cutting issues will be addressed or developed and how	InclusivityCollaboraEnquiry slCritical th	//gender (including bot tion (working in group kills (asking questions f inking (Discussion and	or clarification and school obs	ervation)		
Lesson assessments –	Component 1: CO		υ η υ υ υ υ υ υ υ η υ υ υ υ	z, z <u>G zp. z zz,</u>		
evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	speaking and lister communication, to Weighting: 15%	ning and addressing pro	sment for learning (Presentatioblems associated with them) in, enquiry skills, digital literacy arning outcome 4	(Core skills targeted are		
Teaching Learning	• computer		<u> </u>			
Resources	 Projector Smartphones Laptop Video on Assessing Speaking: the challenges and opportunities of using a paired format. Retrieved from https://www.youtube.com/watch?v=xjfNo3l8Li0 					
Required Text (core)). Tsagari and J. Banerjee (eds) Belin, De Gruyter Mouton [Ch			
Additional Reading List	Accra: Sar	n-Woode Publishers [L	guage teaching skills: A resourd Jnit 42] Juage testing and assessment.	, , ,		
CPD Needs	Seminar for tutor		speaking and listening assess			

Year of B.Ed.	2	Semester	1	Place of lesson in semester	123456789101112
					,

Title of Lesson	The speaking and listening component of the Early Gradecurriculum Lesson Duration 3 hrs								
Lesson description	The lesson introduces student teachers to the Early Gradeliteracy curriculum. Student teachers will be helped to interpreting the Early Gradespeaking/oral and listening component of the curriculum and identify the deficiencies in it and how to address the deficiencies.								
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about identifying the problems of the various approaches to assessing Early Gradelearners' speaking and listening skillsand how to address the problem.							
Possible barriers to learning in the lesson		ım and the			e componen	t of the Early	Gradespeaking a	nd listening	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face	Pract Activ		Work- Based Learning	Seminars ✓	Independent Study ✓	e-learning opportunities	Practicum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discuss brainstorming, question and answer, group work, etc. This can be tutor and / or student teach It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available.						eacher led. s to his can be and / or		
Learning Outcome	technology Learning Outcomes Lear			arning Indicators					
for the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	5. Interpret and understand key for the speaking allistening componithe Early Grade (Fenglish curriculun 2b, d; NTECF bulle 13; p. 25)	nd ent of KG-P3) n (NTS et 11,	spea comp Grad curri cater inter the c 5.2 ld the E lister curri addr	nterpret the king/oraland conents of the (KG-P3)Eng culum and her for the needests of divertilassroom. Identify the dearly Gradesphing componiculum and heess them.	ne Early glish ow they ds and se learners i eficiencies c beaking and ent of the ow to	achieve me tutor/lectu to do online the lesson on the con speaking a language left • Core somme collable enqui	skills targeted incommination, critical oration, observairy skills, and digit ivity including ge	time, ent teachers k before sentation and play in lude I thinking, tion and al literacy. nder.	
5.The speaking and listening component of the Early		Stage/ tin	ne		mode selec		ning outcomes: ded, collaborative	group work	
Gradecurriculum.	Revision of the previous lesson on problems of assessing Early Gradelearners' speaking and listening skills and how to	Introducti 20 mins	ion:	Ask student identifying assessing Edistening ski to solve the minutes let they have direcap of the	es to do pair then probles arly Gradesp ills of learne problems. A learners sha one with the	ms in leaking and	Student Activity Student teachers pairs to identify problems of asse Gradespeaking a and ways to add problems. They i their work with t a way of revising previous lesson.	s work in the essing Early nd listening ress the ater share the class as	

5.1 Interpreting the Early Gradespeaking /oral and listening component of curriculum	Stage 1: 70 mins	Preview the current lesson — interpreting the speaking and listening components of the Early Gradecurriculum and its deficiencies with learners. Group Work Put student teachers into two main mixed groups. Assign group one with the task of identifying then content of the speaking/oral component of the curriculum and group 2 the listening component of the curriculum.Help each group to identify the various contents in each section, how they are sequenced and interpret what the content entails. Later let each group present their observations to the class for further	Student teachers note the preview of the current lesson provided by the tutor. Group Work Student teachers work in tasked groups to identify the content of the speaking and listening components of the Early Gradecurriculum, what the topics or content entails and how they are sequenced. Group one works on speaking section while group two works on the listening section. Each group then presents their work to the whole class for
Deficiencies of the Early Gradespeaking and listening curriculum.	Stage 2: 50 mins	Class Discussion: Tutor uses probing and leading questions to help student teachers identify the deficiencies in the Early Gradespeaking and listening component of the curriculum. Give student teachers opportunity to work individually in putting the discussion in the form of concept map and share with class. (PDP Theme 3, p.69)	Class Discussion Student teachers answer tutor's question to identify the deficiencies of the Early Gradespeaking and listening component of the curriculum. Student teachers work individually to put their understanding of the discussion in a concept map and share with the entire class for comments.
Addressing Deficiencies in the speaking and listening component of the Early Grade curriculum	Stage 3: 30 min	Group Work: Put student teachers in groups and ask them to brainstorm on how to address the deficiencies in the speaking and listening component of the Early Gradecurriculum. Ask them to present their work to the class orally for feedback from tutor and peers. (PDP Theme 4, p. 79)	Student teachers work in groups to brainstorm on how to address the deficiencies in the speaking and listening component of the Early Gradecurriculum and present their work to the entire class for discussion and feedback from tutor and peers. Student teachers visit
		checklist to use during school visit to identify how teachers address the deficiencies in the Early Gradespeaking and listening component of the curriculum. Ask student teachers to should indicate in their observation note how their knowledge of the deficiencies will help them use the curriculum effectively and discuss it in their nest lesson.	schools to with a checklist and identify ways teachers address the deficiencies in the speaking and listening component of the curriculum and write report. Student teachers indicate in their observation note how their knowledge of the deficiencies will help them use the curriculum effectively and discuss it in the next lesson.

	Closure	Stage 10min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification Follow-up: Ask student teachers to read ahead on designing the	Student teachers answer question write then posed by the tutor tom recap the lesson. Ask tutor questions on the lesson for clarification
			speaking and listening scheme of work for the next class.	Student teachers read on designing a speaking and listening scheme of work for the next class.
Which cross cutting	 Inclusivi 	ty/gender (inclu	ding both male and female in each gro	up, mixed ability group)
issues will be	 Collabor 	ration (working i	n groups as a team)	, , , , , , , , , , , , , , , , , , , ,
addressed or	 Enquiry 	skills (asking que	estions for clarification and school obse	ervation)
developed and how			ion and peer critiquing)	·
	 Commu 	nication (throug	h presentation and answering questior	s, writing reports)
Lesson assessments –	Component 1: Co	OURSEWORK		
evaluation of learning:	Summary of Asse	essment Method	: Assessment for and as learning (scho	ool report on addressing the
of, for and as learning	deficiencies in th	e Early Gradespe	eaking and listening component of the	curriculum for portfolio).
within the	(Core skills targe	ted are commun	ication, team work/collaboration, enqu	uiry skills, digital literacy)
lesson(linked to	Weighting: No w	eighting		
learning outcomes)	Assesses Learnin	g Outcomes: Co	ourse learning outcome 5	
Teaching Learning	 comput 	er		
Resources	 Projecto 	or		
	 Smartpl 	nones		
	 Laptop 			
Required Text (core)			n to language teaching skills: A resourc	e for language teachers.
		am-Woode Publ		
			ccra, Ghana: Ghana Education Service.	
			Curriculum. Accra: Ghana, Education S	-
			age Curriculum. Accra: Ghana, Educatio	
Additional Reading List			009). Language Curriculum Design. NY:	, , ,
CPD Needs	Seminar for tuto	r on interpreting	the Early Gradespeaking and listening	curriculum.

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	The speaking and	listening	Scheme of W	ork for Early	Gradelearner	Less	on Duration	a 3 hrs	
Lesson description	lesson also expose	The lesson introduces student teachers to designing the speaking and listening scheme of work. The lesson also exposes students to factors to consider when designing a speaking and listening scheme of work for Early Gradelearners							
Previous student teacher knowledge, prior learning (assumed)		Student teachers have learned about interpreting the speaking and listening components of the Early Gradecurriculum, the deficiencies in the curriculum and how to deal with the deficiencies.							
Possible barriers to learning in the lesson	Student tlistening.Large class		may not kno	w how to d	esign scheme of	work fo	or Early Gra	despeaking and	
Lesson Delivery – chosen to support students in achieving the outcomes	Face-to-face I	Practical Activity	Work- Based Learning	Seminars 🗸	Independent Study	e-learr opport	ning Pi tunities	racticum	
Lesson Delivery – main mode of delivery chosen to support student teachers in achieving the learning outcomes.	Face-to-face: opportunity for an extended and coherent line of argument. It includes discussion, brainstorming, question and answer, group work, etc. This can be tutor and / or student teacher led. It should not usually be the main mode. Independent study: to enable students to engage with relevant and appropriate materials to promote individual and collaborative enquiry, more in-depth analysis and development. This can be part of any of the above modes Seminars: to generate group and individual creativity, discussion and reflection: student and / or tutor led. e-Learning: Use of video, use of online information, use of computers, smartphone or any available						teacher led. It als to promote be part of any t and / or tutor		
• Learning	technology. Learning Outcome	es	Learning Ind	icators					
Outcome for	6. Plan and co-tea	ch	6.1 Plan and	••	To facilitate stu	ıdents' r	narticination		
the lesson, picked and developed from the course specification • Learning indicators for each learning outcome	lessons in speakin, listening by integr them to cater for a needs and interest diverse Early Gradelearners (KG learners NTS 3 g, I NTECF bullet 13,p.	g and ating the ts of G-P3) , m,	scheme of w integrated sp and listening that cater fo diverse need interest of le the Early Gra level).	ork for an peaking glesson r the ls and parners in ade(KG-P3	more in the lim student teache before the less the concept of roles they play • Core skills critical thin and enquin Inclusivity	ited tim rs to do on and d listening in langu targete nking, co ry skills, includir	ne, tutor/lectonline reseto some preseto some preseto and speaking elearning dinclude coollaboration and digitaling gender.	turer will ask arch a week esentation on ing and the g. mmunication, a, observation literacy.	
picked and developed from the course specification • Learning indicators for each learning outcome 5.The speaking and listeningSchem	lessons in speakin, listening by integr them to cater for needs and interes diverse Early Gradelearners (KG learners NTS 3 g, I	g and ating the ts of G-P3)	scheme of w integrated sp and listening that cater fo diverse need interest of le the Early Gra level).	cork for an coeaking glesson r the ls and carners in ade(KG-P3	more in the lim student teache before the less the concept of roles they play Core skills critical thin and enquire linclusivity and learning to an on delivery modelivery mod	ited tim rs to do on and c listening in langu targete nking, co ry skills, includir chieve I de selec	ne, tutor/lectonline reset on line reset of some preset of speaking elearning dinclude coollaboration and digitaling gender. earning out ted. Teache	turer will ask arch a week esentation on ing and the g. mmunication, a, observation literacy.	
picked and developed from the course specification • Learning indicators for each learning outcome	lessons in speakin, listening by integr them to cater for needs and interes diverse Early Gradelearners (KG learners NTS 3 g, I	g and ating the ts of G-P3) , m,	scheme of w integrated sp and listening that cater fo diverse need interest of le the Early Gra level).	cork for an coeaking glesson r the ls and carners in ade(KG-P3	more in the lim student teache before the less the concept of roles they play Core skills critical thin and enquire inclusivity and learning to an on delivery modive group work of the student in the student inclusive in the student includes the student inclusive in the student includes the student includes the student includes the student in the student includes the student includes the student includes the student in the stu	ited tim rs to do on and c listening in langu targete nking, co ry skills, includir chieve I de selec	ne, tutor/lectonline reseton some preseton s	turer will ask arch a week esentation on ing and the g. mmunication, a, observation literacy.	

	deficiencies skills		Discuss student teachers' report	previous lesson.					
	and how to address the problems		from school visit on the previous lesson. Preview the current lesson –	Student teachers discuss with tutor their report from school visit on the previous lesson.					
			designing a speaking and listening scheme of work and factors to consider in designing a scheme of work.	Student teachers note the preview of the current lesson provided by the tutor.					
	6.1. The speaking and listening Scheme of work	Stage 1: 70 mins	Class Presentation Tutor does a PowerPoint presentation on the definition of a language scheme of work and how to sequence topics in the scheme of work. Follow this with discussion on decisions to make when designing a scheme of work using probing and leading questions. Provide a sample scheme of work on speaking and listening. Give student teachers ample time to ask questions or make comments. (PDP Theme 3. P. 69)	Class Presentation Student teachers listen to the PowerPoint presentation by the tutor on design a scheme of work and how topics are sequenced. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided scheme of work,					
	Factors to consider when designing a speaking and listening scheme of work	Stage 2: 70 mins	Group Work: Put student teachers into mixed group to use available technology to look for information on line and in books to identify factors to consider when designing a speaking and listening scheme of work. Let student teachers present their work to class using posters for tutor or peer feedback. (PDP Theme 4, p. 25)	Student teachers work in mixed group to find out factors that affect the designing of a speaking and listening scheme of work using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.					
	School Visit		Let student teachers to visit schools to observe how teachers prepare their speaking and listening scheme of work and compare with what they have learned in class for discussion in the next lesson.	Student teachers visit schools, observe how teachers prepare their scheme of work, and compare with what they have learned in class for next class discussion.					
	Closure	Stage 3:1520 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap main issues the lesson. Ask tutor questions on the lesson for clarification					
Which cross cutting issues will be addressed or developed and how	 Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) 								
Lesson assessments - evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Communication (through presentation and answering questions, writing reports) Component 1: COURSEWORK Summary of Assessment Method: Assessment of learning (Assessment on preparing an Early Gradespeaking and listening scheme of work and present for assessment(Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 15 %								
,	1	Assesses Learning Outcomes: Course learning outcome 6							

Teaching Learning	computer
Resources	Projector
	• Smartphones
	• Laptop
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra:
	Sam-Woode Publishers [Unit 30]
Additional Reading	Nation, L. S. P. & Macalister, J. (2009). Language Curriculum Design. NY: Routledge [Chapter 9)
List	Makokha, S. & Ongwae, M. Teachers handbook: A 14 day teaching methodology. Kenya: German
	Development Services. [Chapter 10]
	http://collections.infocollections.org/ukedu/en/d/Jgtz017e/
CPD Needs	Workshop for tutor on designing the Early Gradespeaking and listening scheme of work.

Year of B.Ed.	2	Semester	1	Place of lesson in semester	1 2 3 4 5 6 7 8 9 10 11 12

Title of Lesson	The speaking and li	esson plan	for Early Grad	elearner	Lesson Duratio	n 3 hrs			
Lesson description	The lesson introduces student teachers to designing the speaking and listening lesson plan. The lesson also exposes students teachers to factors to consider when designing a speaking and listening lesson plan for Early Gradelearners								
Previous student teacher	Student teachers h	nave learn	ned about	deigning an E	arly Gradespe	aking and listening	scheme of		
knowledge, prior learning									
(assumed)		work and factor to consider when designing a scheme of work							
Possible barriers to	Student te	eachers m	av not kno	ow how to de	sign lesson pla	n for Early Grades	peaking and		
learning in the lesson	listening. • Large class		,		,	, , ,	0 1		
Lesson Delivery – chosen			Work-	Seminars	Independent	e-learning	Practicum		
to support students in	√ I		Based	✓	Study	opportunities	· · · · · · · · · · · · · · · · · · ·		
achieving the outcomes	Δ		Learning		√ ×	✓ ✓			
defice wing the outcomes	, and the second	✓	Learning						
Lesson Delivery - main	Face-to-face: oppo	ortunity fo	or an exter	ided and cohe	rent line of arg	ument. It includes	discussion,		
mode of delivery chosen	brainstorming, que	stion and	answer, gr	oup work, pai	r work etc. Thi	s can be tutor and /	or student		
to support student	teacher led. It shou	ld not usu	ially be the	e main mode.					
teachers in achieving the	Independent study	: to enab	le student	s to engage wi	th relevant an	d appropriate mate	rials to		
learning outcomes.	promote individual	and colla	borative ei	nquiry, more i	n-depth analys	is and developmen	t. This can		
	be part of any of th	e above n	nodes						
	Seminars: to gene	rate group	and indiv	idual creativity	, discussion a	nd reflection: stude	nt and / or		
	tutor led.	0 1		•	, ,		,		
	e-Learning: Use of	video. use	of online	information. u	se of compute	rs. smartphone or a	anv		
	available technolog					. 5, 5 (р	,		
Learning Outcome for	Learning Outcomes	.,	Learning	Indicators					
the lesson, picked									
and developed from	6. Plan and (co-tead	ch)			To facili	ate students' parti	te students' participation and		
the course	lessons in speaking	and	6.1 Plan and write a achieve n			nore in the limited time,			
specification	listening by integra	ting	lesson pl	an for an	tutor/le	turer will ask student teachers			
Learning indicators	them to cater for th	ne needs	integrate	ed speaking an	to do or	ne research a week before			
for each learning	and interests of div	erse	_	lesson that ca	the loce	and do some presentation			
outcome	Early Gradelearners	s (KG-P3)	_		I on the c	ncept of listening and			
outcome	learners NTS 3 g, l,	m,		iverse needs a	speaking	speaking and the roles they play in			
	NTECF bullet 13,p.2	25	interest	of learners in t	the languag	learning.			
			Early Gra	ade(KG-P3 leve	el). • Coi	e skills targeted inc	lude		
					cor	nmunication, critica	al thinking,		
					col	aboration, observa	tion and		
					end	uiry skills, and digi	tal literacy.		
					Inc	usivity including ge	nder.		
6.The speaking and		Stage/t	time			chieve learning out			
listening Lesson plan					•	de selected. Teach			
for Early	collaborative group work or independent					•			
Gradelearner			Teacher Activity Student Act				у		
	Revision on the			Ask student	teachers in	Student teacher	s work in		
	previous lesson on	n the Early 10 mins		groups to revise the main		groups to identi	fy the main		
	design the Early			points on the previous lesson designing a speaking		issues learned in	n the		
	Gradespeaking					previous lesson	on		
	and listening			and listening	scheme of	designing a spea	aking and		
	scheme of work			work for Earl	У	listening scheme			
	and factors to				rs. Let groups	for Early Gradel			
1				Gradelearne	is. Ect groups	Tor Larry Grader	carriers.		
	consider when			share their w		Later share thei			
					ork with the		r work with		
	consider when			share their w	ork with the iments.	Later share thei	r work with ay of		

Gradelearners in		a speaking and listening	Student teachers note the
speaking and		lesson plan and factors to	preview of the current
listening		consider in designing the	lesson provided by the
		lesson plan.	tutor.
6.1. The speaking and listening lesson plan	Stage 1: 4 mins	Class Presentation: Tutor explains the concept of speaking and listening lesson plan and its importance to language teaching to learners through the use of PowerPoint presentation. Follow this with discussion on the topic using probing and leading questions. Give student teachers ample time to ask questions or make comments. (PDP Theme 3, p. 69)	Student teachers listen to the PowerPoint presentation by the tutor on design a speaking and listening lesson plan and its importance in language teaching and learning. Student teachers get involved in discussion on the presentation by answering questions from the tutor. Student teachers ask questions or make comments on the provided
C	Chara 2 1	, ,	lesson plan,
Components of a speaking and listening lesson plan (pre-, in- and post)	Stage 2: 9 mins	Video: Show student teachers a video on a speaking and listening lesson. Ask student teachers to watch the video carefully and tell the three main components of the lesson, e.g. prespeaking/listening, inspeaking/listening and post speaking/listening) Group Work: Put student teachers into mixed group and assign each group a stage to search online using available technology and in books the activities for Early Graders used at each stage of the lesson. (PDP Theme 4, p. 69) Class Presentation: Let each group present their work to class using PowerPoint for tutor or poor foodback	Student teachers watch the video carefully and take down important information for their group work. Student teachers work in mixed group to find out activities that can be used at every stage of the speaking and listening lesson using available technology or books. Student teachers present their work on posters to the class for tutor and peer feedback.
School Visit		peer feedback. During school visit, let student teachers observe how teachers prepare their speaking and listening lesson plan and teach speaking and listening and write report on it.	Student teachers visit schools, observe how teachers prepare their speaking and listening lesson plans, and compare with what they have learned in class. Also observe how the teachers teach listening and speaking and write report on it.
Factors to	Stage 3: 30 mi	Class Discussion: Lead class	Student teachers
consider when	=	discussion using question	participate in class discuss
planning a		and scaffolding to help	by answering tutors

	speaking and listening lesson plan	Stage 4: 10min	student teachers identify the condition that influence speaking and listening lesson plan design. Let student teachers use available technology and books in this endeavour. (PDP Theme 3, p. 69) Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	question, also ask question for clarification and make comments. Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification			
Which cross cutting issues will be addressed or developed and how	 Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) Communication (through presentation and answering questions, writing reports) 						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes)	Component 1: COURSEWORK Summary of Assessment Method: Assessment for learning (Assessment on preparing an Early Gradespeaking and listening lesson plan on a selected speaking and lesson topic and present for assessment (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: No weighting						
Teaching Learning Resources	Assesses Learning Outcomes: Course learning outcome 6						
Required Text (core)	Owu-Ewie, C. (2018). Introduction to language teaching skills: A resource for language teachers. Accra: Sam-Woode Publishers [Unit 30]						
Additional Reading List	Nation, L. S. P. & Macalister, J. (2009). Language Curriculum Design. NY: Routledge [Chapter 9) Makokha, S. & Ongwae, M. (n.d) Teachers handbook: A 14 days teaching methodology. Kenya: German Development Services. [Chapter 10] http://collections.infocollections.org/ukedu/en/d/Jgtz017e/						
CPD Needs			arly Gradespeaking and listenir	ng lesson plan.			

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	Plan and co-teach Integrated speaking and listening lesson with Lesson Duration 3 h									
Title of Lesson		_	ed speaking	g and listening	lesson wi	tn	Lesson Durat	ion	3 hrs	
	mentor/tutor or colleague									
Lesson description	The lesson introduces student teachers to designing the speaking and listening lesson plan. The lesson									
•		also exposes students teachers to factors to consider when designing a speaking and listening lesson								
	plan for Early Gradelearners									
Previous student	Student teachers h	Student teachers have learned about deigning an Early Gradespeaking and listening scheme of work								
teacher knowledge,	and factor to consid	der whe	n designing	g a scheme of	work					
prior learning										
(assumed)										
Possible barriers to	 Student te 	eachers	may not	know how to	design l	esson	plan for Early Gra	adespea	king and	
learning in the lesson	listening.									
	 Large class 			_						
Lesson Delivery –		ractical	Work-	Seminars	Indepen	dent	e-learning	Practio	cum	
chosen to support	✓ A	ctivity	Based	✓	Study		opportunities			
students in achieving		✓	Learning		✓		✓			
the outcomes				<u> </u>						
Lesson Delivery –	Face-to-face: oppo									
main mode of	brainstorming, que					tc. Inis	can be tutor and /	or stud	ent	
delivery chosen to	teacher led. It shou									
support student	Independent study individual and colla									
teachers in achieving the learning	of the above mode		eriquiry, i	nore in-deptii	allalysis a	nu uev	reiopinent. This car	i be par	t Of ally	
outcomes.	Seminars: to gener		ın and indi	ividual creativ	ity discuss	cion an	d reflection: stude	nt and /	or tutor	
outcomes.	led.	ate grot	ap and mu	ividual creativ	ity, discus	sion an	a renection. stade	iit aiiu /	or tutor	
	e-Learning : Use of	video u	se of online	information	use of cou	mnutei	rs smartnhone or a	any avai	lable	
	technology	raco, a	JC 01 0111111		450 01 001	прасс	o, smartphone or t	arry avan	idore	
• Learning	Learning Outcomes	;	Learning	Indicators						
Outcome for the	6.51		C 4 DI	and write a leason To for this						
lesson, picked	6. Plan and (co-tead			and write a les	sson		cilitate students' pa			
and developed	lessons in speaking		-	tt//-		ve more in the limi				
	Date and a selection to the second time.				loccon	tutori	/lecturer will ask st	11(10:11) 16	eachers	
from the course		_	speaking	and listening	iesson		online research a		foro tho	
specification	them to cater for th	ne	-	and listening fr for the diver		to do	online research a	week be		
specification • Learning	them to cater for the needs and interests	ne	that cate	_	se	to do lessor	n and do some pre	week be sentatio	n on the	
specification • Learning indicators for	them to cater for the needs and interests diverse Early	ne s of	that cate	r for the diver	rse earners	to do lessor conce	n and do some presept of listening and	week be sentatio speakin	n on the g and	
specification • Learning indicators for each learning	them to cater for the needs and interests diverse Early Gradelearners (KG-	ne s of P3)	that cate needs an in the Ea	er for the diver ad interest of l	rse earners	to do lessor conce the ro	n and do some presept of listening and oles they play in lar	week be sentatio speakin nguage l	n on the g and earning.	
specification • Learning indicators for	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m,	that cate	er for the diver ad interest of l	rse earners	to do lessor conce the ro	n and do some present of listening and oles they play in lar Core skills targeted	week be sentatio speakin nguage lo include	n on the og and earning.	
specification • Learning indicators for each learning	them to cater for the needs and interests diverse Early Gradelearners (KG-	ne s of P3) I, m,	that cate needs an in the Ea	er for the diver ad interest of l	rse earners	to do lessor conce the ro	n and do some present of listening and oles they play in lar Core skills targeted communication, cri	week be sentatio speakin nguage lo include itical thii	n on the g and earning.	
specification • Learning indicators for each learning	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m,	that cate needs an in the Ea	er for the diver ad interest of l	rse earners	to do lessor conce the ro	n and do some present of listening and oles they play in lar Core skills targeted communication, cricollaboration, obse	week be sentatio speakin nguage lo include tical thin rvation	n on the g and earning. nking, and	
specification • Learning indicators for each learning	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m,	that cate needs an in the Ea	er for the diver ad interest of l	rse earners	to do lessor conce the ro	n and do some present of listening and oles they play in lar Core skills targeted communication, cri	week be sentatio speakin nguage lo include tical thii rvation digital lit	n on the ag and earning. nking, and eracy.	
specification • Learning indicators for each learning	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m, 5	that cate needs an in the Ea	er for the diver ad interest of l rly Grade(KG-	rse earners P3	to do lessor conce the rc	n and do some presept of listening and oles they play in lar Core skills targeted communication, cricollaboration, obse	week be sentatio speaking laguage la include tical thii rvation digital litggender	n on the ag and earning. nking, and eracy.	
specification • Learning indicators for each learning outcome	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m, 5	that cate needs an in the Ea level).	er for the diver ad interest of l rly Grade(KG-l	rse earners P3 d learning	to do lessor conce the rc	n and do some presept of listening and oles they play in lar Core skills targeted communication, cricollaboration, obseenquiry skills, and conclusivity including	week be sentation speaking age le include tical thing reation digital litter gender omes:	n on the ag and earning. nking, and eracy.	
specification • Learning indicators for each learning outcome 5.The speaking and	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m, 5	that cate needs an in the Ea level).	r for the diver d interest of l rly Grade(KG- Teaching and depending o	earners P3 d learning n delivery	to do lessor conce the rc	n and do some presept of listening and ples they play in lar Core skills targeted communication, cricollaboration, obsernquiry skills, and conclusivity including ieve learning outco	week be sentatio speakin nguage le include tical thin rvation digital lit g gender omes: led,	n on the ag and earning. nking, and eracy.	
specification • Learning indicators for each learning outcome 5.The speaking and listening Lesson	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m, 5	that cate needs an in the Ea level).	r for the diver d interest of l rly Grade(KG- Teaching and depending o	d learning n delivery	to do lessor conce the rc	n and do some pre- ept of listening and oles they play in lar Core skills targeted communication, cri collaboration, obse enquiry skills, and o nclusivity including ieve learning outce selected. Teacher independent study	week be sentatio speakin nguage le include tical thin rvation digital lit g gender omes: led,	n on the g and earning. nking, and eracy.	
specification • Learning indicators for each learning outcome 5.The speaking and listening Lesson plan for Early	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g,	ne s of P3) I, m, 5	that cate needs an in the Ea level).	r for the diver d interest of l rly Grade(KG- Teaching and depending o collaborative	d learning n delivery e group w	to do lessor conce the ro ((((((((((((((((((n and do some presept of listening and oles they play in lar Core skills targeted communication, cricollaboration, obseenquiry skills, and conclusivity including ieve learning outcoselected. Teacher independent study	week be sentatio speakin nguage le include itical thin rvation digital lit g gender omes: led, / ent Activ	n on the g and earning. nking, and eracy.	
specification • Learning indicators for each learning outcome 5.The speaking and listening Lesson plan for Early	them to cater for the needs and interests diverse Early Gradelearners (KG- learners NTS 3a, g, NTECF bullet 13,p.2	P3) I, m, 5	that cate needs an in the Ea level).	r for the diver in dinterest of larly Grade(KG-larly Grade) Teaching and depending of collaborative Teacher Action	d learning n delivery e group we vity	to do lessor conce the ro (((((((((((((n and do some presept of listening and ples they play in lar Core skills targeted communication, cricollaboration, obseenquiry skills, and conclusivity including ieve learning outcoselected. Teacher independent study Student teachers	week be sentatio speakin nguage le include itical thin rvation digital lit g gender omes: led, / ent Activ	n on the g and earning. nking, and eracy.	
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specification • Learning indicators for each learning outcome 5.The speaking and listening Lesson plan for Early	them to cater for the needs and interests diverse Early Gradelearners (KG-learners NTS 3a, g, NTECF bullet 13,p.22 Revision on the previous lesson on design the Early Gradespeaking and listening lesson, components of the speaking and listening lesson plant listening lis	P3) I, m, 5 Stag	that cate needs an in the Ea level).	Teaching and depending o collaborative work in pair main points o previous less speaking and lesson plan f Gradelearne to consider v	d learning n delivery e group wity teachers to revise to on the con; design distening or Early rs and fact when design design to the con the control that the contr	to do lessor conce the ro to ach mode ork or to ach to ach mode ork or to ach	n and do some presept of listening and obles they play in lar Core skills targeted communication, cricollaboration, observations with the conclusivity including ieve learning outcomments of the conclusion of th	week be sentation speaking against this include titical this invation digital liting gender omes: led, // ent Active work in issues lesson on king and arly after shall ss as a very sentation of the control of the con	n on the g and earning. nking, and eracy. rity pairs to earned listening re their vay of	
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designing a		class for comments.	Student teachers note the
speaking and		Give an overview of the	preview of the current lesson
listening lesson plan		current lesson – designing	provided by the tutor.
for Early		an integrated speaking and	,
Gradelearners.		listening lesson plan and	
		importance of designingan	
		integrated the lesson plan.	
6.1.Planning and	Stage 1: 50	Video Presentation:	Video Presentation
Teaching an	mins	Prepare the class and show	Student teachers watch the video
integrated speaking		them a video of an	on integrating speaking and
and listening lesson		integrated speaking and	listening lesson delivery for Early
		listening lesson been	Gradelearners.
		delivered by a teacher.	
		Class Discussion: Discuss	Class Discussion
		with student teachers how	Discuss by answering question
		the lesson was delivered in	posed by the tutor on the video
		the video, especially how it	screened to show how speaking
		was integrated.	and listening were integrated in
		Tutor explains the concept	the lesson. Student teachers get
		of speaking and listening lesson integration to	involved in discussion on the
		student teachers. Use this	concept of integration in lesson delivery.
		opportunity to explain to	Student teachers ask questions or
		student teachers what is	make comments on the provided
		meant by speaking and	scheme of work,
		listening lesson integration	Scheme of work,
		delivery	
		Give student teachers	
		ample time to ask	
		questions or make	
		comments about the	
		discussion. (PDP Theme 3,	
		p. 69)	
Importance and	Stage 2: 70	Group Work	Group Work
challenges of	mins	Put student teachers into	Student teachers work in groups
integrated speaking		groups and ask each group	to identify the importance and
and listening lesson		identify the importance and	challenges of integrating
		challenges of integrating	speaking and listening in a lesson
		speaking and listening in a	by using available technology and
		lesson by searching on line	books
		or in books available.(PDP	
		Theme 4, p. 79)	
		Class Presentation: Let	
		each group present their	Student share their findings with
		work to class using posters	Student share their findings with another group for feedback and
		for tutor or peer feedback.	later present to the entire class
		.o. tator or peer recuback.	using posters for tutor and peer
			feedback.
Teaching an		School Visit: During school	Student teachers prepare an
integrated speaking		visit, student teachers plan	integrated speaking and listening
and listening lesson		an integrated speaking and	lesson on an Early Gradetopic, co-
plan		listening lesson co-plan and	plan and co-teach with a
F.w		co-teach with a colleagues	colleague/mentor and receive
		or mentor for feedback and	feedback or comments from
		comments from tutor and	tutor or colleagues.
		colleagues.	

	Course Overview	Stage 3: 30 mins.	Reflection Ask student teachers to reflect on the main topics in the entire course (all lessons) and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Early Grade School teachers. Let student teachers share their reflections with class.	Student teachers reflect on the main topics in their course and indicate how it has helped them develop their professional skills in teaching speaking and listening as a would be Early Grade teachers. Student teachers share their reflection with the class.			
	Closure	Stage 4: 15 min	Ask students teachers question to recap the lesson. Answer student teachers' questions for clarification	Student teachers answer question posed by the tutor to recap the main issues lesson. Ask tutor questions on the lesson for clarification			
Which cross cutting issues will be addressed or developed and how	 Inclusivity/gender (including both male and female in each group, mixed ability group) Collaboration (working in groups as a team) Enquiry skills (asking questions for clarification and school observation) Critical thinking (Discussion and peer critiquing) 						
Lesson assessments – evaluation of learning: of, for and as learning within the lesson(linked to learning outcomes) Teaching Learning	Communication (through presentation and answering questions, writing reports) Component 1: COURSEWORK Summary of Assessment Method: Assessment as learning (Assessment on preparing an Early Grade speaking and listening lesson plan on a selected speaking and lesson topic and co-teach (Core skills targeted are communication, team work/collaboration, enquiry skills, digital literacy) Weighting: 15 % Assesses Learning Outcomes: Course learning outcome 6						
Resources Required Text (core)	 computer Projector Smartphones Laptop YouTube video on Teaching integrated speaking and listening lesson. Retrieved from Youtube.com YouTube video in integrated language skills – Listening YouTube. Retrieved from https://www.youtube.com/watch?v=kPnckCUv8Y8 						
Additional Reading List		Introduction to Publishers [Unit		ource for language teachers. Accra:			
CPD Needs	Workshop for tutor o	n integrating the	e teaching of the language skill:	s.			

• End of semester examination – 40%

